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## Seven Lamps for the Teacher's Way.

Synopsis of an address by Secretary Frank A. Hill, of the Massachusetts State Board of Education.

At the joint convention of the superintendents and school boards of New York and the superintendents of Massachusetts, Dr. Hill delivered an inspiring address in which he urged the school officers to see that their teachers are firmly grounded in certain elementary things of the educative process. There are, he said, seven principles or guiding thoughts that all teachers need to have deeply impressed upon their minds—"lamps," he called them, "to illuminate their way." The following synopsis suggests the meaning Secretary Hill gave to the "seven lamps."

The first lamp is that of *the Wonderful Interaction*. There are two realms in our mental life,—that of in-leading currents and that of out-leading ones, that of impression and that of expression, the one receptive and preparatory, the other executive and productive. The educative process engages both realms, indeed, but in a very special way belongs to the latter. All our mental states tend to action and it is the right utilization of the reciprocal influence of each upon the other that constitutes the gist of the educative process. The perennial temptation of the teacher is to cut this process in two, to attend to the first realm and neglect the second: to neglect, in short, the wonderful interaction between thought and deed which is the life of all genuine education.

The second lamp is that of *the Royal R's*,—the hand standing for that action which springs from thought, the head symbolizing that thought that tends to action, and the heart giving its warmth and color to the interplay. The traditional R's are necessary; mastery of them is an accomplishment, but after all they are only tools. It is not rhetoric that rules the world but ideas. Good English is more than a grammatical collocation of words; it is adjustment to the idea. Have something to say,—that's thought; then say it,—that's expression. Our times are extending the maxim. Have something to do, that's thought also; then do it,—that's expression also. Hence the endless forms of expression. Whatever forms are suitable for the school, they all need the backing of high thoughts and fine feelings. Better no schooling at all than a schooling put to ignoble uses. Better illiterate honesty than cultured dishonesty.

The third lamp is that of *the Worker's Interest*. What a pity that the joy of the child in his spontaneous activity should ever sicken and die when it comes to the school guidance of that activity. Artificial stupidity is a possible product of the schools. There are teachers who still persist in bandaging children's minds as the Chinese bandage their feet, and with like results. The teacher should distinguish between pleasure interest and pain interest. Especially should the teacher note that that interest which leads to a fine action becomes by such action a finer interest and so leads to a finer action still. The child's interest is captured at first by the novelty of the outward,—but it is bad for both teacher and child to depend too long on such mild sensationalism of method. The teacher cannot always be discharging fireworks, and the normal child at length tires of effeminate methods, hates to have his food cut into bits and tendered him in a spoon. Respect, then, his interest in doing things, his spirit to overcome difficulties, his consciousness of growing power. There are two things that modern education does not stand for,—effeminacy of method and the dissipation of energy.

The fourth lamp is that of *the Commendable Ratio*.

Children's capacities vary endlessly. Teachers cannot reduce them to a common level. It would spoil the landscape to do so. If elementary education keeps the ratio of accomplishment to available power reasonably high, it serves its purpose. Educationally the little that expresses one's all ranks immeasurably higher than some larger achievement that expresses but an inconsiderable portion of one's all. Percentage to express accomplishment are feasible in a way; not so percentage to express the ratio. The gravest problems of elementary education are found in the conflict of two ideals,—that of scholarship based on standards of exterior determination and that of development based on standards of interior capacity. The schools are chafing and worrying under the former when their supreme business is with the latter. The true road to scholarship is by way of the commendable ratio. It makes a vast difference with the joy of the pupils and the temper of the teacher which of these two ideals dominates the school.

The fifth lamp is that of *the Gracious Overflow*. Train the right arm to increased strength, and the left arm shares in the gain. It profits by the gracious overflow. So for all our activities. There is a radiation of gain from them,—gain in muscles, gain in idea, gain in will power. Our activities minister to one another, and the gain is forever crossing the chasm that divides the mental from the physical. It follows that courses of study somewhat intensive in character are broader than they seem. Sometimes there blossoms in the overflow the finest flower of instruction.

The sixth lamp is that of *The Backward Light*. Things dimly seen in childhood are more clearly seen in maturity. Indeed, why should the harvest follow hard upon the seedtime? It is not always wise, therefore, to keep children back for lack of thoroughness. Some trust should be placed in the power of maturity to dispel their fog.

The seventh lamp is that of *the Blessed Transformation*. Our mental growth must wait on our physical. The sooner the teacher accepts the inevitableness of nature's slow pace on the physical side, the less impatient will he be over the inevitableness of her slow pace on the mental. But is the pace so very slow? It has taken ages for man to rise to the marvelous creature he is to-day, and yet science tells us that each human being, in its own life history, passes thru all the development stages of the race since its life began. Here is speed enough,—nature's sturdy hint that people should not be eternally hurrying things up with the child. We owe John Fiske a debt of gratitude for pointing out the significance of man's prolonged infancy,—his educability depends upon it. What a paradox,—the child rising, stumbling, falling, and therefore educable, his weakness suddenly becomes his strength! Thus hindrances, by a blessed alchemy, are seen to be most beneficent helps. The resistance of the child to instruction sometimes becomes his salvation. What a sad thing it would be if the child were really to accept all the advice in all its details that all his advisers see fit to give him!

These seven lamps light up seven essential things in

the educative process,—the seat of the process, the ideas that should dominate it, the finest inspiration of it, the truest measure of success in it, the radiation of gain from it, the saving of its early obscure interactions by later ones of a higher order, and the beneficent character of many of its conditions that are commonly held to be adverse.



## Features of American Higher Education

By EDMUND J. JAMES, PH.D., LL.D.

(Continued from last week.)

The first characteristic, then, of our American system of higher education is the hearty co-operation of state, church, and private effort in the work of founding and developing a group of institutions which, taken as a whole, should supply the need of higher training. And the educational welfare of the country demands that this co-operation shall continue, at least for an indefinite time to come.

We, as a people, cannot afford to let the interest of the state, of the church, or of private individuals in higher education languish or die. It is a striking testimony to the essential oneness of the American people, to the essential soundness of our educational life that all these different institutions are working consciously toward the same ends; that the fundamental qualities of American citizenship are developed in all alike and that the ideals of all these various institutions in this respect are the same. The alert, wide-awake, conscientious, devoted lover of his country and his kind, the prudent, painstaking, truth-loving scholar is the product of all alike.

Another peculiarity of American universities, distinguishing them from their European counterparts in a very striking way, is the form of government—the non-professional, non-expert board of trustees. . . . With us they are nearly all, legally, at any rate, entirely under the control of a body outside of the faculty, outside of the alumni, and outside of the state departments of education. Even the state universities are usually directly under the control of a special board appointed for this particular purpose and not subject in any other way to the regularly constituted state authorities. These boards are either—as in the case of state universities—appointed by the governor or elected by the legislature or the people—or appointed by the church or more often are self-elective, filling vacancies in the board by the votes of the board itself. These trustees are often business men, sometimes not college graduates themselves; often professional men—nearly always men who have had no other connection with educational work than that involved in their duties as trustees.

To these boards is entrusted by law full authority to prescribe courses of study, to appoint and dismiss professors at pleasure and to prescribe their duties in detail if they so desire. The foreign student looks at this delegation of one of the most important functions of society to a set of busy men who can not be expected to have expert knowledge of the subject with amazement not unmixed with amusement. . . . I think it is highly probable that if we were blocking out anew in an old civilization a method of government for higher institutions of learning no one would think of resorting to such a device as that of a non-expert board of trustees as the chief organ of control. But to-day thru the evolution of American conditions we have elaborated such an organ and to my mind this fact has had a profound significance for our educational life.

Universities tend to become caste and class institutions. They tend to become pharisaic in sentiment and action. As self-governing bodies, if they have great endowments they learn to regard themselves as existing primarily for the benefit of the people who happen to be in control at the time. English educationists tell us that such were Oxford and Cambridge at one time in

their existence; such were nearly all the continental universities wherever they secured complete autonomy and control of adequate foundations. . . . If higher institutions of learning are to serve their real purpose they must at some point be brought under the influence of public opinion; they must come in contact with the daily life about them. Some means must be provided by which the life blood of the great pulsating world around them can flow in and thru them, purifying, cleansing, and purging them. Some common organ must be developed which can bring the university and the world of outside activity together. This end has been attained in our American device of boards of trustees and I believe that a large part of the extraordinary development of our higher schools is due to the fact that thru these boards of trustees it has been possible to bring outside influences to bear on the internal management and spirit of these institutions. All this is aside from the very significant fact that they have been most important elements in securing that public interest which has turned such streams of wealth into the treasuries of our schools without which our recent progress would have been impossible. All this is aside, moreover, from the fact that many of these trustees have themselves provided the necessary funds out of their own resources.

When we add to this the circumstance that these trustees have often brought to the university in the management of its business affairs a devoted service which could not have been bought for any money you can readily realize what an important part in this magnificent development has been taken by the hundreds and thousands of public spirited men who have at great expense of time and effort given their best services to this cause.

Another unique institution characteristic of our American system of higher education is that of the presidency. The American university president has no exact counterpart in the educational scheme of any other country. He is a development peculiar to the United States, an outgrowth of peculiar educational and financial conditions. He is theoretically supposed to be an educational leader, a financial leader, and a practical business manager combined in one. He is not only expected to outline an educational policy in a broad way but also to keep *au fait* with the educational administration of the university even into its very details. It is ordinarily made his duty to enforce the rules and orders of the board of trustees and see that every instructor is performing his duty toward the institution and the students.

He is expected, moreover, to plan a scheme of financial support for the institution and devise methods of keeping its needs before the public. If he is president of a state university he must know how to impress the legislature; if, of a private university, he must be able to get the attention of the church or of private individuals who are able to contribute to the endowment or current support of the institution. He must also see that this money once obtained is wisely spent. He must be able to prepare a budget in which security is offered for the wise expenditure of every dollar and that the total outlay be kept within the total income. In many cases he must, furthermore, supervise and be generally responsible for the actual administration of the business affairs of the university.

In the public mind, at any rate, he is entrusted with responsibility for all the details of discipline from providing safeguards against the silly pranks of freshmen or the wild excesses of upper classmen engaged in celebrating athletic victories, to determining the attitude of the institution toward fraternities and sororities.

In fact, the position in its functions and responsibilities has become an almost absurd one. No man, however able, however experienced can possibly perform all its duties. I have had the rare good fortune



to work in the very closest relations with two of the ablest university presidents whom this country has ever produced—remarkable not only as educational leaders of the first rank but as men of extraordinary powers for general effectiveness in anything they undertake—Dr. William Pepper, late provost of the University of Pennsylvania, the ablest native-born citizen of Philadelphia, a man of extraordinary insight and far-reaching mental powers, and Pres. William R. Harper whom you all know as facile princeps in this field. I have known several other able university presidents and I am sure that I am not reflecting upon their ability or their good will when I say that I have never known a university president who fulfilled even approximately the functions which his position theoretically placed upon him; for the simple reason among others that it transcends human ability.

I need not say that I have no hopes of succeeding where these men and such as they have failed. I mean by failing that they failed to do the things which the logic of their positions forced upon them; which under the circumstances nobody else could do; which they had no time or strength to do and which, therefore, went undone.

I believe the time is rapidly approaching, if it is not already here when this office must be put into commission; when its functions shall be separated and when the duties now entrusted in theory to one man will be divided among several.

The office as said before is an outgrowth of our peculiar educational conditions and will probably disappear in its present form when we pass from the pioneer to the settled state of society. . . . Somebody has defined the government of Russia to be a despotism tempered by assassination. Somebody else has remarked that this is almost an exact description of the government of an American college or university. The president of the institution backed up by the board of trustees can drive out not only any particular professor but an entire faculty or several faculties—such an occurrence is not unknown in our educational history. The president keeps on in his course of change—reformation or deformation as the case may be until the rising tide of opposition finally overwhelms him and a new experiment is made with another man. The comparison of the function of an American university president with that of a king or despot, is, however, an unfortunate and misleading one. Much more illuminating would be the comparison with the responsible head of an English cabinet. As long as he proposes plans which command the assent of his board of trustees—representing in this case the Parliament—the lawgiving authority—he is all powerful. He has behind him the entire force of the country so to speak. He can build and rebuild; extend and contract; raise up and cast down. But the instant he loses the confidence of this board for any reason, good or bad, his power is gone; his position becomes untenable. He goes to join the ever-lengthening list of ex-ministers always willing to criticise, always willing to give their advice and counsel.

The American system of higher education would probably never have developed with such astonishing rapidity if it had not been for these two peculiar organs of life and expression—the trustees and the president; but it is hardly conceivable that either of them is destined permanently to play such an important part in the educational economy of the country as they have done in the past and are doing now.

#### Universities as Evangelists.

Our American system of higher education is evangelistic in character. Our institutions—at least in the last generation—have never been satisfied with merely offering their facilities to the public, content to let those who wished such opportunities avail themselves of them. They have gone forth into the community in one form or another and preached the gospel of a higher

education; they have gone out into the highways and hedges and compelled the guests to come to the feast which has been prepared for them. They have all engaged in this form of university extension work and the result is seen in the ever-rising tide of university attendance. We have, generally speaking, in this country not compelled attendance at universities as they do on the continent. We have not made attendance at a university a condition of admission to the bar, to the church, to medicine or other professions or callings. We have left it free to our young people to attend these institutions or not as they saw fit. What the government has failed to do in this respect, private parties must do for it, if the standards of education and culture are to keep pace with our growing wealth and population. Hence the willingness on the part of our higher schools to preach this doctrine of the desirability, nay! necessity of university training.

This campaign for higher education—we can really call it nothing else—takes on different forms in different parts of the country. The president in a small college not a thousand miles from Chicago told me of a missionary tour he made one summer which doubled the attendance at his college. He hired a large covered wagon and a strong team of horses for three months. He loaded in his college Glee Club and a few cooking utensils and started across a section of country from which, as far as he could learn, no candidates for any college had ever emerged. He would drive into a village, tether his horses, and, making arrangements for food and drink, begin his campaign. The Glee Club would sing a series of all compelling college songs on the space in front of the wagon or on the village green. After a suitable crowd had gathered the president would deliver an address on the desirability of a higher education. This would be followed up by a meeting in the church or churches, by an address before the town schools, etc., etc. Before he was thru with his three days' meeting the whole town was as excited on the subject of colleges and universities and higher education as it was in the habit of becoming only over politics and religion.

This may be a somewhat crude form of preaching the gospel of higher culture, tho it was doubtless effective. It is the Salvation Army plan of getting into the educational depths. The greater institutions have pursued more subtle methods—oftentimes with even greater effect. The system of accrediting schools with the periodical visitation by a member of a university faculty; the system of affiliating schools and making them to feel themselves a part of the university—thus leading many youths to look toward higher schools who would not otherwise have thought of it; the building up of great alumni associations, with one of their chief objects the increase of attendance at alma mater; the publication of alumni magazines and semi-scientific periodicals of various kinds; the sending out of news letters to the press; the organization of university extension work in all its various forms; the trips of the college associations, like glee clubs, football elevens, and baseball nines, inter-collegiate debates, the annual tours of university presidents thru the country, the offering of scholarships and fellowships, etc., etc., all contribute to the same end of popularizing the university and of accomplishing, by different methods, and methods more consonant with our American life, the same end of bringing large numbers of people in contact with higher education as the compulsory methods of European countries do for them.

Some critically-inclined people have called this evangelistic work by the cruel term of advertising and have denounced it as unworthy the institutions and educational policy of a great country, have referred, in scathing terms, to the strenuous competition of our universities and colleges for students. Such a conception fails to grasp the vital elements in the situation.

#### Higher Education of Women.

Another peculiarity of the American system of higher

education is the unparalleled extent to which it provides for the education of women. No system of higher education in any country at any time has ever made such liberal provision for the higher education of women as our own. This has taken different forms according to the local conditions prevailing in different parts of the country. In the state universities, as might be expected, it has assumed the form of co-education in the fullest sense of the term—absolute equality and similarity of treatment of both sexes in all respects, practically no recognition that either sex requires or would care for any special provision for its peculiar wants or needs. In the Mississippi Valley most of the church institutions and other schools under non-state control have, naturally enough, followed the example of the state universities, and established as a principle, anyhow, the complete parity of the sexes in higher education.

In the East the older universities, like Harvard, Yale, Columbia, Pennsylvania, etc., have adopted a somewhat different plan. Starting as a mere scheme of private tutors for women under a certain supervision of the university these plans have worked out into a system of women's colleges affiliated with or annexed to the university in which many of the facilities accorded to the men may be enjoyed by the women. And finally the system of women's colleges, pure and simple, has been elaborated, which, beginning with Vassar, now numbers, East and West, more than half a dozen institutions of the first rank, of which we may well be proud.

What the ultimate form of female education is to be in this country I think no wise man would venture to predict with any confidence. It is safe, however, to say that in all probability the various forms now in existence will continue to flourish and other forms may be added as our society develops. The typical form, however, that which will ultimately embrace the vast majority of institutions and students, will be, in my opinion, for a long time to come, at any rate in the Mississippi valley, the system of co-education, simple, complete, and unadulterated, if for no other reason, for the simple one that, for the complete education of women as our American society conceives it, the entire range of educational institutions must be provided and for a long time to come we shall not be able, financially, to build and maintain two entirely different systems of education, one for women and one for men. Nor, I may add, will such a duplication of educational faculties ever be justified by the fancied evils of co-education.

#### Technical Education.

There is still another feature of our American system of higher education which ought not to be omitted in even a cursory view of the subject. That is the peculiar way in which we have combined the work of technical instruction with that of the humanities and the professions in one institution. We have united, to use a German term, the Polytechnicum and the university. This has had a marked effect upon instruction in both branches of the institution. The technical school has made university work more practical, compelled it to measure itself by new and healthful standards, and brought a new spirit into much of its activity. The university has humanized the technical work.

A technical school bodies forth in its very aim and spirit an idea which is at times in danger of being lost in the pursuit of pure science and the humanities, viz.: that the ultimate test of all knowledge is being good for something besides itself. The presence of the professors of technical subjects in a faculty where all other subjects of college and university instruction are represented has proved to be a healthful and inspiring influence. Contact with the culture side of education has, in its turn, reacted upon the technical instructors, and thus the way is paved for a mutual action and reaction of these two great forces in education, much to the benefit of both and to the lasting improvement in spirit and method of every grade of American education. I am

aware that some acute critics of American education have lamented this very fact. But it seems to me that their view of education is erroneous. It is not necessary, as has been well said by one of our great scholars, that every man in the community should study Latin and Greek for ten or twelve years; it is not necessary that every man should have an adequate conception of Greek and Roman civilization. It is very necessary, however, to national welfare, that some members of our society should give time and attention to these things; that some scholars should give strength and power to the mastery of this ancient civilization and thus interpret for our day and generation the imperishable experiences of Greece and Rome, live over for us their history, and be able to rewrite and reinterpret it for us all.

Now there has never been a time in this country when the facilities for the study of the humanities have been greater, or the ardor in their pursuit more intense than to-day. Never has the study itself been more practical and useful than at present. And it seems to me apparent that the very emphasis which pure and applied science has received in our modern educational system by the union of technical school and university has made its contribution to the revolution in the study of the humanities which has marked the last generation in this country. Technical students leave our universities defenders of the importance of the study of the humanities—a justification in itself of the union of the polytechnicum and the university.

As a result of all these things and many more which time does not permit me to discuss I believe that the American system of higher education is nearer to the people, commands more completely their sympathy, is better understood by them and consequently more admired and loved than ever before.

The general public is far more interested in everything relating to our colleges and universities; our newspapers give more space to chronicling the events in the academic world, take a livelier interest in the discussion of college and university policy than ever before. All these things point to the firm hold which this department of education has taken of the average man, developing in him an interest in and affection for, our higher institutions which argues well for their future.

And this has come about among other things because we have secured the co-operation of state, church, and private initiative, thus bringing in all classes of the community; because we have secured a close contact with the community in our very scheme of organization, because our institutions have conceived it to be a part of their duty to beget by conscious activity an interest in the great public for their work, because we have cared for the education of women and thus enlisted the support of an enormously large and even more important element of our society; and because we have emphasized the great departments of applied science in our scheme of higher education as well as the traditional training for the learned professions.



Wide-awake teachers in America have long since recognized the importance of securing, preserving, and promoting by every means within their power a helpful co-operation with parents. When parental co-operation is neglected the school cannot realize its full purpose, whatever its reputation may be. Live parents' meetings aid the development of the social possibilities of the school.

Parents' evenings are also a very popular and most beneficent feature of many schools in Germany. They are usually social gatherings in which parents and teachers meet together with the object of promoting cordial relations between them, and chatting and consulting with each other about the children.



## Reconciliation of Educational Ideals.

By PRES. WILLIAM DEWITT HYDE, of Bowdoin College.\*

There are five educational ideals struggling for supremacy: The physical, the technical, the liberal, the theoretical, and the spiritual.

The physical ideal is much more than the athletic; it is normal functions, steady nerves, and cheerful temper as the basis of a useful and happy life. The technical ideal is ability to earn a living for self and family by contributing to the community something as valuable as the minimum on which one is willing to live.

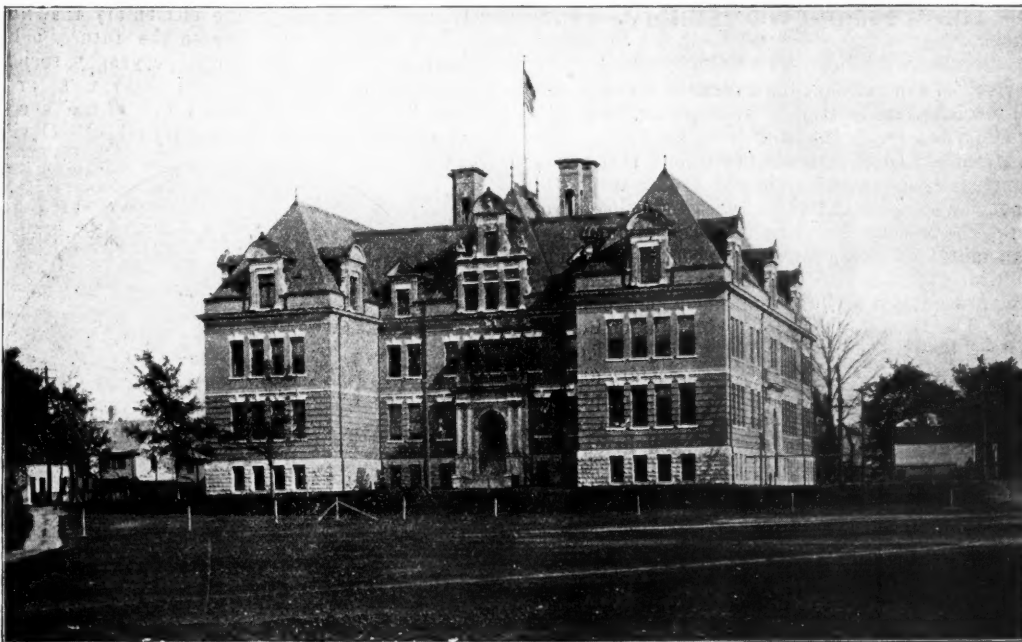
The liberal ideal is to be at home in all lands and all ages; to count nature a familiar acquaintance and art

an intimate friend, and to carry the keys of the world's library in one pocket and feel its resources behind one in whatever task he undertakes. The theoretical is devotion to truth, not because it is healthy or useful or edifying, but for her own dear and precious sake, and for the joy of receiving her fresh from the mind of God.

The spiritual ideal is grateful love of God, hearty support of all the great institutions of the family, the state, the church, the moral industrial order, scorn to make mean exceptions to just laws in one's own favor, and generous service of our fellow-men.

Each of these ideals is necessary. Without the physical, one becomes an invalid; without the technical, one becomes educationally a pauper; without some touch of the theoretical, one hardens into conservative conventionality; without the spiritual, one is an orphan in his

\*Part of an address delivered before the Outlook Club, of Montclair, N. J., October 24.



Pittsfield High School.



The New Briggs School.

Model Schools at Pittsfield, Mass.—Dr. Eugene Bouton, Superintendent.

Father's house, an alien and an enemy in a world of ordered brotherhood.

Yet neither of these ideals alone is complete. The physical alone would make a man a great, fat ox; the technical alone would make one a mere machine in the industrial mill; the liberal alone would make one a mere dilettante; the theoretical alone makes one perilously near a crank; the spiritual alone would make us mere monks and nuns. These ideals must be reconciled and assigned their respective places and proportions.

Let each institution cherish its own distinctive ideal and trust all other educational agencies to do the same; let each ideal make proper concessions to the rights of the other four and we shall have the perfect working of our educational system and produce the symmetrically educated man.

### The Teaching of History.

By Supt. W. E. CHANCELLOR, Bloomfield, N. J.

Many school superintendents, grammar masters and normal teachers have written upon arithmetic, language, and reading, but for methods of teaching history and civil government those who wish to inform themselves as to current practice and advanced theory must still rely upon the opinions and views chiefly of college professors. The reasons for the relatively small number of articles, addresses, monographs, and books by persons of practical experience in elementary school history-teaching are obvious and familiar and much to be regretted. The recent publication by Professor Bourne of Western Reserve university of a book entitled *The Teaching of History and Civics in the Elementary and the Secondary School* is noteworthy as another attempt by a scholar who is also a college teacher to do what in the final analysis cannot be done entirely well by one not engaged in elementary teaching.

It is with purpose that I have emphasized the importance of the discussion of how to teach and what to teach in history and civil government in elementary schools, tho the title of this book includes the secondary school also. For in plain matter of fact, taken quantitatively, history in the elementary school is of far greater importance than in any higher school. Taken qualitatively, history teaching is worse done in the elementary school than in the high school or academy. In these two aspects the need of a good treatment of methods and subject-matter in elementary schools is very great. History is taught in our lower schools less wisely and less effectively than any other subject, not excepting geography its natural ally in bringing the child to a just and broad conception of the world and life.

The volume here, however, is not quite what its title seems to imply. We are told in the preface that the aim is to aid teachers better to comprehend the nature of history considered as a way of portraying the experience of mankind. This aim discloses both that the book is a philosophy of history and that it is based on the pedagogical proposition that every subject contains its own logic. From these principles it follows that the best way to prepare to teach history is to become a master of it. Unquestionably any educated person who should give a good year of studious and systematic effort to this text would become a competent scholar in history. But unfortunately this is exactly what the elementary teacher cannot do, for want of time and strength. What such a teacher needs is a manual and guide that may safely be followed. If this book were not one of *The American Teachers Series* and presumably therefore intended for the practical teacher's actual needs, I would not make this criticism of what is essentially a fine text very carefully considered and altogether worth reading.

The book is divided into two parts, of which the first

deals mainly with methods of history-teaching and the second mainly with the topics to be introduced. The first part is considerably shorter than the second but contains what really seems the most valuable material. I refer especially to the chapters, *History in American Schools*, *The Value of History*, *The Aim in Teaching Civics*, *The Program for History*, *The Facts of Most Worth*, *The School and the Library*, and *Methods*. If these chapters had been considerably expanded and if the early chapters in the second part which summarize general history had been reduced, the text would have been more practically useful to progressive teachers. I note, however, in even these best chapters of the book relatively far too much space devoted to secondary schools and too little to elementary schools.

It is my firm conviction that when history has come to its rights and when wise methods and topics have been discovered and illustrated, it will be relatively more important in the elementary than in the secondary school. As I foresee the future, political economy, psychology, commercial geography, sociology, commercial law, ethics, and civil government are the subjects that will crowd history out of the secondary school and down into the elementary school. Obviously



Dr. John Fiske, 1842-1901.

Whose last work, "New France and New England," has just been published by Houghton, Mifflin & Co.

with our present text-books and popular conceptions of these subjects the process will be slow but it is already beginning. I am indeed inclined to think that even civil government properly taught is within the comprehension of grammar school pupils.

The style of the author is clear and interesting. There has been rather careless proofreading of the letter press. So great is the number of references, so encyclopedic is the review of the life of mankind, so balanced, just and liberal is the philosophy embodied in the treatment that the book deserves a place in the library of every general scholar and of every special teacher of history. It is a compact book with value in every page, a serious book of elevated tone. As an exposition of history this book by Professor Bourne is of the first rank in its field. [Longmans, Green & Co, N. Y. pp. 385. Good index. 8vo.]



## The Law of Teachers, Schools, and their Pupils.

By LOUIS LANDE, LL.B., Member of the New York Bar.

The state of New York employs over thirty-one thousand trained teachers at a cost of nearly thirty-five million dollars a year for educational purposes, six-sevenths of which sum is raised by local taxation.

The people have come to recognize that the education of the next generation can no longer be entrusted to men disappointed in other professions, or women who can find nothing better to do, or to those who desire to make teaching a stepping-stone to some other and more lucrative profession, and so have made the profession of teaching independent, with laws and rules of its own.

It is the object of this article to give the teachers a brief exposition of the laws establishing and regulating the schools in this state, and their rights and duties thereunder.

The constitution of this state provides in Art. IX., "The legislature shall provide for the maintenance and support of a system of free common schools; wherein all the children of this state may be educated."

"The capital of the different school funds shall be respectively preserved inviolate, and neither the state nor any subdivision thereof shall use its property or credit in aid of any school or institution of learning wholly or in part under the control of any religious denomination." Sections 3-4, Art. 9.

Attempts have been made from time to time by different legislatures to authorize institutions of a charitable or educational nature to share in the distribution of the common school funds, but these attempts were always frustrated, the courts declaring such laws unconstitutional.

The charter of New York city provides for the collection of taxes of such sums of money as may be necessary for the conduct of the schools, as called for by the budget adopted by the board of estimate and apportionment and the board of aldermen. Section 1059.

"All moneys raised for educational purposes in the city of New York shall be raised in two funds. The general school fund shall consist of all moneys raised for the payment of teachers and other school officials. The special school fund shall consist of all moneys raised for the maintenance of schools." Section 1060.

In addition to local taxes state taxes are also levied for educational purposes and are apportioned to each county on or before the twentieth day of January of each year to be applied to the payment of teachers' salaries only, according to the following rule: To each city, town, or school district having a population of five thousand inhabitants which employs a school superintendent, \$800; and in case any city is entitled to more than one representative in the state assembly, \$500 for each additional member.

The balance of the state school money is divided into two parts, one part of such remainder is divided among all the school districts, \$100 to a district, and the remaining half is apportioned among the cities and counties according to population. All of these moneys are payable on the first of April of each year to the treasurers of the several counties and the chamberlain of New York city.

### How Schools are Built.

The general dissatisfaction with the length of time necessary to the building of a school in this city is due to the many legal technicalities involved in condemnation proceedings, all of which must be strictly complied with before the title to the land can be taken from the property owners.

The report of the local school board as to the necessity of a school and their recommendation of a site, therefore, is the first step necessary to the building of a school. After the report approved by the board of education, maps, in duplicate, are prepared and filed in the office of the board, as well as in the county clerk's office, and the whole matter is then referred to the board of estimate and apportionment for its approval. If the last named board authorizes the building of the school, the corporation counsel files notice in the county clerk's



An architecturally beautiful model building,—Washington School, Evanston, Ill. Cost \$35,000.

office again, of his intention to acquire the lands for public use, and if the board of estimate and apportionment is unable to come to an agreement, with the owners of the affected sites, as to the price to be paid by the city, the corporation counsel publishes in the city record his intention to apply to the supreme court for the appointment of commissioners to estimate the value of the property.

The court appoints "three discreet and disinterested persons who are residents of the borough where the property to be taken is located," and if the owners have no objection to such commissioners they are required to view the lands and buildings, hold meetings for the purpose of taking testimony as to their value and report to the supreme court within six months.

The supreme court has power to confirm the report or refer it back to the commissioners with instructions to correct it, and when confirmed the decision is final upon the city as well as the land owners, except that an appeal may be taken to the higher courts, which sometimes takes years to decide.

When title to the land is finally vested in the city, the plans are drawn by the superintendent of school buildings and approved by the board of education. Bonds are then issued by the board of estimate and apportionment; bids are called for by public advertisement, and the contract for building the school is awarded to the lowest bidder.

(To be continued.)

## Recent Legal Decisions.

Compiled by R. D. FISHER.

### Bible Barred from Nebraska Public Schools.

In an action to enjoin and restrain teachers from reading the Bible in the public schools in the state of Nebraska the Supreme Court, on October 10, held that the reading of the Bible, supplication to the Deity, and singing of sacred songs in the public schools of the state is prohibited by the constitution.

The case came up on an appeal from the district court of Gage county and the ruling is a reversal of the lower court. All the judges concur in the opinion, voicing, they say in their comment, not their individual wishes or opinions, but the plain constitutional law as it is written.

### Verbal Contract to Teach Not Binding.

Judge Ely, of the Lawrence Circuit court, has made an important ruling in the case of Miss Frank Taylor against the school board of Petersburg. Last fall the board passed a resolution declaring its intention to employ Miss Taylor to teach the eighth grade of the public school. Later the personnel of the board was changed and another teacher was employed. Miss Taylor brought suit against the school board, claiming \$500 damages. In his ruling Judge Ely decided that inasmuch as no written contract was entered into between the complainant and defendant recovery could not be had.

### Vaccination—Suit Against the City of Buffalo.

The health authorities of Buffalo are wincing under a direct charge of having killed a child, which charge stands out boldly for all to see in Forest Lawn Cemetery, where, graven on the tomb, are these words:

LUCILLE STURDEVANT,

Died May 28, 1902.

Age 6 years.

### Vaccination Poisoning at School No. 35.

The officials deny that the child was killed by vaccination, but the parents have sued the city for damages.

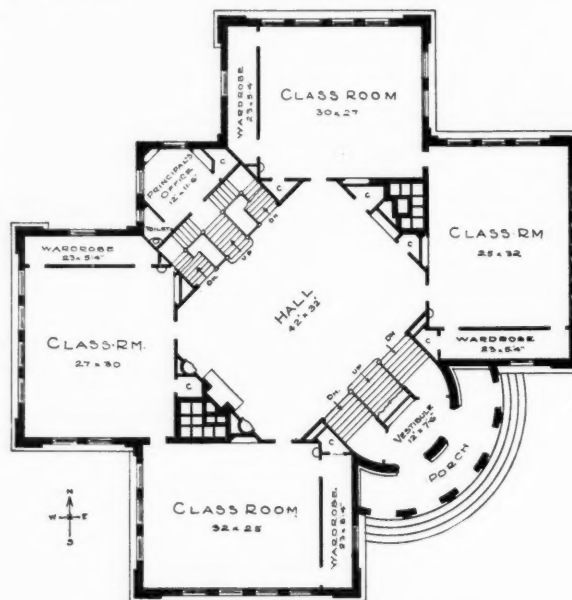
This weird arraignment of the authorities has attracted official attention, but, so far, no means have been found by which the parents can be forced to remove the stone. The members of the health board not only resent the charge, but say it keeps the entire populace of the city continually discussing vaccination. The parents of Lucille Sturdevant are receiving moral support in the prosecution of their suit against the city.

### Re-incorporation of a Town-School Trustee.

The Indiana Supreme court (in the case of *State ex rel. vs.*

George Organ, on appeal from Fountain county) held, that where an incorporated town is reincorporated as a city, the school trustees thereof continue in office as trustees of the school city, and the common council of the new incorporated city has no authority at once to elect three trustees of the school city to replace them.

The school corporation of a city or town is a separate municipal corporation for school purposes, distinct from the civil municipality. When there was one vacancy in such a case and three new trustees were chosen no one of them was legally elected because of the impossibility to determine which one was elected.



Washington School, Second Floor, Evanston, Ill.

### Religious Belief Against Compulsory Education Law.

A peculiar religious belief has come into conflict with the compulsory education law of Indiana. Freeman Keyser, a believer, is "laying out" a fine in jail. Keyser was fined \$10 and costs for not sending his child to school. He refused to pay the fine or costs. The truant officer being advised against arresting the mother for not sending the child to school has asked the court for a mandate to compel the mother to turn the child over to him each day in order that he may take it to school. The truant officer seems determined that the peculiar religion shall not suspend the operations of the compulsory education law and the people are watching this case with much interest.

Keyser, who is in jail, said: "God knows that it is not my object to break the law. I respect the law and its institutions so long as it does not conflict with the commands which come from heaven. But all the prison walls in this country could not induce me to send my children to the public schools. The schools are a part of a system of hell, which is established on earth, and I and my good wife will fight to the bitter end every attempt which may be made by Satan to seduce our precious little children. I am not opposed to education. Both of my little girls can read and write and have their daily lessons in the different school branches regularly."

### Distribution of License Money in School Districts.

1. It is the plain meaning of Sec. 28, C. 80, Comp. St., 1901, that license moneys accruing in the various portions of school districts included in the corporate limits of a municipality, are to be distributed among said districts in proportion to the number of persons of school age in the whole of each district. They are not to be distributed merely in those portions of each district which are within the corporate limits. Such construction is not repugnant to the state constitution.

2. A village treasurer who distributes license moneys among the school districts in whole or in part within the corporate limits, in a different manner from that fixed by law, does so at his peril. The fact that his term of office has expired does not relieve him of the duty, and a writ of mandamus may be issued after such time has expired. *Kans. Treasurer vs. State ex rel., School District No. 1 of Sharp County.* Nebraska S. C., January 8, 1902.



## Heating Construction for Schools.

BY ROBERT BRUCE CLINTON, New York.

With the coal problem still with us, probably for all of the coming winter, possibly for longer, the matter of heating school buildings economically and well enforces itself upon the attention of all concerned—particularly school-boards—as perhaps never before.

When a new system is to be installed or an old one reconstructed the usual plan is to refer the matter to either the contractor or architect and to leave its disposition entirely with the one or the other. Hence comparatively few school buildings—even the newest and most expensive—are equipped as they should be in this important respect. Too often it is an afterthought with the architect, and insufficient provision is found to have been made for the apparatus in the basement, halls are left exposed to a variety of cold air currents, and drafts aided by improper arrangement of doors and windows.

If the working drawings could have been submitted to the engineer or contractor in the course of their preparation, all this might have been avoided. But it is not always thought necessary, and as a consequence the heating arrangements must be suited to the completed building. The contractor deals with conditions as he finds them and is not expected to recommend alterations in accepted plans. The mistake is structural, and must usually be supplemented with other means, requiring even new schemes of ventilation in some cases.

The best system is that which makes the heat of the furnace assist in moving the air of the building. Foul air may be used to supply the fire, when once it is started, and fresh air admitted thru the ordinary apertures. The question is how to carry out these arrangements. It is necessary, of course, to distribute the registers or radiators, or both, at points which afford the most desirable and equable diffusion of the heat. This cannot be done by placing the warm air pipes at one side or end, altho the actual heating may be confined to one portion.

A common mistake is to have the furnace too small. In cold weather it then becomes necessary to "force" the heater (which is hurtful to it), while the air is delivered at too high temperatures and gases are likely to be given off. The air supply is often deficient, or taken from impure sources, such as a cellar or basement in which drains are laid or traps placed. If there are underground air ducts, they should be perfectly lined with impervious material. If practicable, avoid horizontal flues, altho these are as often met with as any other.

In planning basements, the architect does not always consider the position most favorable for the heaters. If a central position cannot be secured, it is better to place the furnace on that side which is most exposed to the wind, so that the air which passes thru the walls may assist the action of the flues. Two or more furnaces are recommended for large school buildings on account of the better distribution of the heat. The advantage of hot water is that the circulation continues for some time after the fire is put out; it is regular in action, and gives the most even temperature of all. But in arranging this system much is also left to chance. The size of the radiators and coils and their positions ought, at least, to be determined before the sizes of the pipes are decided.

Troubles with hot water apparatus usually arise from inattention to such details as these, and to the amount of heat required after allowance is made for windows, walls, and ventilation. Often half as much heat is absorbed by these means as is supplied to the particular room. The loss is by radiation, conduction, and convection. Drafty corridors and rooms, numerous windows, cold floors and roofs, take a large percentage of the heat, and this loss should be carefully estimated before trying to find out what amount of radiator surface is necessary to warm the air to a certain temperature. The rules followed are often misleading, owing to the factors used being being uncertain and the velocities of air currents being neglected.

It should be remembered that steam heating requires more constant attention than the hot water, the radiating surfaces cool rapidly when the steam in the boiler is reduced, and the supply of heat must be regulated and kept under control. The architect's attention should be given to the position of the radiators, which should be well fixed below the window openings or against the outer walls, so that the warm air may be diffused over the room. The air-ducts and flues should be so placed that the air supply can be thoroly under control.

Current progress in heating construction consists principally in the fact that detailed investigation and careful planning are gradually taking the place of casual inspection and a general notion of the subject, on the part of school boards. It is the only way to secure satisfactory results. Heating a school is necessarily an economical problem. Answers to stated propositions must be in exact terms, or something is sacrificed. To dispose of the whole matter simply by the provision of surplus heat is perhaps the easiest way for the time being; but the cost of this method is plainly shown in the coal expense. If, on the other hand, there is too

little heat, there is lack of comfort and wholesale condemnation of all concerned, from janitor to school board. Between the upper and nether millstones, the only safe way is to be absolutely right. The system selected must operate under all circumstances in a satisfactory and economical manner. These requirements emphasize the advantage of finding out and holding to scientific heating methods.

The Annual Christmas number of THE SCHOOL JOURNAL will be issued under date of November 29.



Western Illinois State Normal School at Macomb.

This institution, of which Dr. J. W. Henninger is the president, has opened with an unusually large attendance for the first year, numbering in all departments close to 300.

## School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

There are two annoyances to which one is subject in heated interiors: temperature regulation and lack of humidity. Many inventions have been put on the market to overcome these difficulties. One that is having a large sale for hospitals, schools, colleges, and private buildings is manufactured by the Johnson Temperature Regulating Company, New York. The Thermostat manufactured by them is applicable to every form of heating and is perfectly self-acting, keeping up a constant heat of any number of degrees desired. In connection with this their Humidostat keeps the humidity at any desired amount, 70 per cent. being about right. Thus one can enjoy a more equable temperature and climate at home than if one traveled to find it.

The catalogs issued by the firm explain the system carefully and are worth applying for, whatever the method of heating in use may be.

The Kny-Scheerer Company, New York, have issued a new catalog of insect and entomological supplies and books which ought to be in the hands of every teacher of natural science. This house deals only in perfect specimens and first-class up-to-date apparatus, instruments, and supplies. Special prices for quantity orders or duty free importations for schools, colleges, and museums are furnished while the whole range of insect nature seems to have been called upon for specimens. Any enquiries will be promptly answered.

Silver, Burdett & Company, New York, who have acquired the lists of the Potter & Putnam Company, have issued a very neat bulletin of educational works lately published by them. The titles and subject matter of these books suggest all that is best in educational thought and practice, whether for the elementary school or the college, or the private individual. This firm will willingly send their full catalog and price-lists to any one asking for them.

Messrs. Eimer & Amend, New York, are always to the front in the chemical and physical apparatus that they supply. Many pupils lose interest in the science branches, not merely because there is not a sufficient outfit of apparatus, but because what is supplied is totally inadequate and unsuited to practical requirements. It is far wiser to get only what is actually needed and to see that this is of the best material and workmanship, than to make an investment of a large supply, because it is cheap, and then to find out its worthlessness. This firm sells nothing but the best at rational prices. The result of this policy is to be found in the vast business that they are doing in supplying with material many of the best schools, and a great number of the leading physical and chemical laboratories of the states, in which the very highest work is being done in original and far-reaching research. Among their physical apparatus are many new and valuable inventions for test and practical work.

Messrs. Cotrell & Leonard, of the Bureau of Academic Costume, Albany, N. Y., offer a large variety of fabrics for student and graduate gowns. There are twenty-one kinds and seventeen grades of these fabrics at very reasonable prices, and the largeness of their trade proves the worthiness of workmanship and material. Measurements can easily be taken at home under their guidance, with convenient methods of payment. Write to them for information.

Mrs. M. P. C. Hooper is the inventor of a simple hand loom which has been used to great advantage in the New York vacation schools this summer. The loom stands on an ordinary desk, the warp is put on as usual, a heddle bar holds the thread apart, and the child passing the shuttle to and fro with the woof weaves. Its simplicity makes it useful in the very elementary classes. Wash-rags, covers, mats, slippers or lengths of carpeting can be made. The loom is simple in construction and can be put together by the pupil. Design, color combination, and ingenuity are taught in a most pleasurable way.

The *American Printer* states that Power, Higley & Co., printers and manufacturers of educational specialties, have agreed with the Business Men's Association of Valparaiso, Ind., to transfer their factory from Chicago to that city before the close of the year. They had many other inducements, but this from Valparaiso was the best.

The Densmore Typewriter Co. report a great increase in business. The MacDonald Business College in Milwaukee has ordered sixty of the latest model and the business college of Indianapolis thirty-three. Mr. Vories, who is at the head of this college, was formerly superintendent of schools in Indianapolis.

The Blickensderfer typewriter has one quality that makes it specially useful: it is a portable machine. On the train or boat, or wherever it may be, it is always ready for use without being cumbersome. The Blickensderfer has stood the test of the Sudan war and was constantly used by Mr. Lionel James, one of Reuter's special correspondents. Many of the leading teachers have it for their special use.

The Ogden Manufacturing Company, makers of the well-known door checks, who affiliated this spring with the Reading Hardware Company, Pennsylvania, have had a material increase in their business. The larger shops they now have make it possible to fill their orders more rapidly and to avoid delays which were almost unavoidable in the old factory at Newark. Mr. Ogden personally sees to the installation of the checks, which is an assurance of satisfaction.

Spencerian pens have won their fame by their merit. The title has been identified with progress for a generation or more, and the care and attention paid to every detail of their manufacture show that it is the intention of the Spencerian Pen Company to keep up their well-earned reputation.

This company also manufactures the Eclectic pen which they have brought up to the high standard of their other products.

Pekham, Little & Co., New York, report that they have been having a very busy season, working day and night to keep up with their orders. Their special pads are a feature that they have been having large orders for.

The *Rolfe Shakespeare*, edited by Dr. W. J. Rolfe, has been used in the large schools and colleges for many years. A very attractive edition in limp olive green leather has just been issued, giving us a book suitable not only for the school but also for the library. The text and interesting wood-cuts are preserved, and the notes, critical and explanatory, for which this edition is justly famous, remain intact. (The Baker & Taylor Company, New York.)

J. Fischer & Bro., New York, have issued in two books a series of action songs, humorous choruses, and musical tableaux for boys and girls. These volumes have met with a large sale and contain some very acceptable music and words, suited to young children as well as to the older ones. They are graded and some of the harder pieces will give every opportunity for careful work.

In Indiana and neighboring states there is found a species of limestone from which an Indiana chemist extracts a mineral wool, fireproof, a non-conductor, and impervious to heat, cold, or water. At present the chief defect for its best results in a loom is the shortness of the fiber,—a defect however that it is hoped soon to remedy. The new material is said greatly to resemble genuine wool, and will be especially useful in the weaving of carpets, where wear and tear and fireproof qualities count for so much.

Mr. Frederick W. Coburn, well known as a contributor to *THE SCHOOL JOURNAL* and *Educational Foundations*, author of "Rural School Buildings," and "School Decoration," published by E. L. Kellogg & Company, will start in the January number of the *National Magazine* a series of illustrated articles on "Art Movements of To-day." He will show how present conditions in the United States are slowly preparing for a great democratic art, one worthy to find its place in the school community of the future.

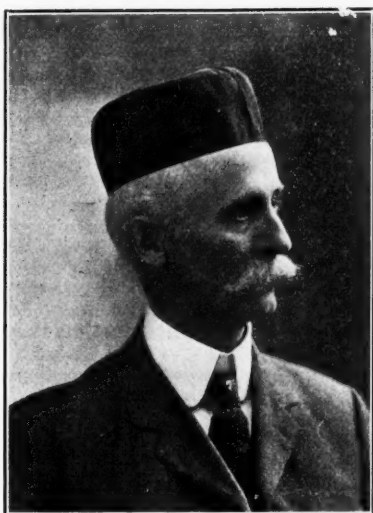
Many *SCHOOL JOURNAL* readers will probably visit New York to do their holiday shopping, and they will most of them seek a good hotel. There is none more suitable than the St. Denis, corner of Eleventh street and Broadway. It is one of the best hotels in the city. Its cuisine is unsurpassed, its rates are moderate, and its location central. It is situated close to the publishers and the dry goods districts, and all parts of the city are easily accessible on account of the car



lines passing the door. Many people connected with education make it their headquarters. Ladies who come to New York unattended will find this hotel especially suitable.

The Jacobus Pneumatic Ink Well, made by Weber, Costello, Fricke & Company, is attracting favorable attention. The points in its favor are that it is clean, gathers no dust, is noiseless, flush with the top of desk, and economical. Samples will be sent for examination, on request.

In the issue of THE SCHOOL JOURNAL of October 25, page 406, was published a picture of the handsome public school at Bryn Mawr, Pa. It should have been stated in that connection that the Deafening Quilt of Samuel Cabot, of 70 Kilby street, Boston, is used in that building.



Silas C. Wheat, President New York Male Teachers' Association, 1902-1903.

Messrs. Benjamin H. Sanborn and Company's New York agency recently moved to larger and more commodious quarters at 156 Fifth avenue. Their late purchase of the lists of Messrs. T. R. Shewell and Company makes them one of the largest publishing firms of the country.

Roy Hopping, mineralogist, New York, has a splendid supply of just such things as are needed in a well supplied school or college tending towards the perfect knowledge of mineralogy. Especially is this the case in specimens from abroad, from Asia Minor, Europe, and Tasmania, where are found specimens peculiar to the district, yet necessary to a true understanding of mineralogy. Send for his new catalog, and the reasonableness of prices will strike you.



Prin. James W. Grimes, Mt. Vernon, N. Y., President of the New York Educational Council, 1902-1903.

The Fox Typewriter Company, whose writing machine and copy holder are described on the succeeding page, was originally owned by a stock company of which Mr. Wm. R. Fox, of Grand Rapids, Mich., was the principal owner and manager. This company continued to manufacture the machines until May 1, 1902,

when the present company, The Fox Typewriter Company, Ltd., with a capital of \$1,000,000 was organized. The business of the Fox Typewriter Co. had grown to such an extent that it was necessary to enlarge the plant in order to accommodate the increasing business, and in order to do this additional capital was needed, and the new company was organized, the present members of which are Wm. R. Fox, chairman, Geo. Clapperton, sec'y, and Clay H. Hollister, treasurer.

### Color Crayon Work.

The Joseph Dixon Crucible Company had a most attractive exhibition of color work at the N. E. A. last summer, which was a revelation to the visiting teachers. The work was done mainly by pupils in the New York high schools particularly in the Borough of Brooklyn, altho there were also shown specimens of drawings from Milwaukee and Minneapolis. The subjects were mostly still life and flower pieces with a few landscapes and figure drawings. All the drawings exhibited represented the actual work of pupils and were done with the solid crayons made by the Dixon Company. These crayons come in fifteen colors and can be handled the same as water colors without the troubles attending the use of water and brushes in the class-room. They can be blended and the colors laid one over the other so as to produce all possible gradations of light and shade as well as depth or warmth of tone. Many teachers could not believe it possible that such work could be done by hand.

The call for these color crayons has been very great and the factory is running to its full capacity to supply the demand. One city alone sent in an order for twelve thousand boxes of the crayons.

### New Uses for Wood Pulp.

Paper-makers have found it difficult to keep up with the increasing demands for pulp-made paper, and the fear has often been expressed of the denudation of our forests. For this industry, however, only certain sorts of trees can be used.

But there has come another demand upon the forests. It is the use of pulp from any kind of wood for building purposes. It is now used for making common household utensils such as pails and basins, and it is molded under great pressure into artistic and elaborate furniture. Its commercial value in this last case is great, both on account of durability and cost. It will not split or warp, it can be molded to any form, and made to imitate any kind of wood, mahogany, walnut or ebony.

For structural work the pulp is molded as coverings for steel posts, and with the addition of cement can be made into a weatherproof covering, practically indestructible.

### When He Was Young.

Our gran'per says when he was young

The boys and girls behaved perlitely,  
They knew they had to hold the'r tongue  
And go to bed at seven nightly.  
They didn't whoop and stamp and shout  
And people didn't need remind 'em,  
When they came in or else went out,  
To gently close the door behind 'em.

Our gran'per says in his time, boys

To old folks alwus spoke respectful,  
They didn't have a mess of toys  
To scatter round and treat neglectful.  
They et their vituls 'thout a kick,  
And thought they wus in luck to get 'em;  
They didn't mind the'r bread cut thick,  
And as for crusts, they always et 'em.

Our gran'per says boys wiped the'r feet

When he was young, and tied their laces,  
And kept theyselves all clean and neat,  
And washed the'r necks as well as faces.  
They never snuck away to fish  
Or swim, unless the'r parents let 'em,  
Because no decent boy would wish—  
Who had good folks—to plague or fret 'em.

Our gran'per says a lot o' things

About them kids when he was youthful.  
I guess they got to sprouting wings  
And flew away - if he is truthful.  
The ones here now ain't built that way,  
I know it's long afore I'm flying,  
Or any others round here—say!  
Don't you believe our gran'per's lying?

—Chicago News.

### The Fox Typewriter.

The Fox Typewriter has been on the market for about five years. It is a basket type machine, modeled after lines that past experience has proven to be most durable in typewriter construction. The designers of the Fox Typewriter had a



great advantage over manufacturers of other machines then on the market, from the fact that they were able to profit from the experience of others and were able also to make use of a number of fundamental principles of writing machines, patents on which had just expired.

With these foregoing ideas for a basis for building

a type writer, the manufacturers of the Fox had in mind a number of improvements that could be added to a writing machine, that in their opinion were lacking on other typewriters. Altho the first models placed upon the market did not have all of these ideas complete, the present models are equipped with them, and in the opinion of the manufacturers the present models of the Fox Typewriter are the most complete writing machines yet placed before the public.

Among the principal features which make the Fox Typewriter stand out from other machines of like character are the following:—A compact keyboard having the universal arrangement with a stationary carriage, combining in this way the desirable features of the single case with the best features of the double case machines. To inspect the writing of the Fox Typewriter the carriage does not lift but the platen simply rolls up. The carriage of the Fox Typewriter has a three-point ball bearing, which gives it an action that is easier and lighter than is possible to get from any other construction. The action of this part of the machine is extremely light and easy and is so constructed that the balls runs on rails and never need oiling. It has doubtless been observed how easy a hard ball will run with very little exertion over a hard surface of ice. Thus it is with the motion of the Fox carriage, which is as near perfection as it is possible to make it. The Typebar and Hanger are the vital parts in typewriter construction. It is here that nine-tenths of the wear of a writing machine occurs, and it is necessary that the bearings should be of the highest grade of material and so arranged that they can be adjusted. The bearings in the Typebar and Hanger are conical in shape and the Hanger is provided with a screw adjustment so that the wear can be taken up at any time even after years of service. The Hanger construction is undoubtedly the greatest advance that has been made in writing machines in years.

The designers of the Fox Typewriter believing that there could be a great improvement in the touch of writing machines, a system of levers was devised having a key dip of  $\frac{1}{2}$  inch. These levers are made of aluminum, combining the strength of steel with the lightness of wood, a decided advance over others using a wooden lever which will warp when exposed to the changes of atmosphere. This short key dip, combined with the lever system, gives the Fox Typewriter a 2 oz. key tension, while other machines have 4 to 8 ozs. The Fox also has an individual tension adjustment so that any particular key can be adjusted with a greater tension or a lesser tension than any other if it is so desired.

The speed to be obtained was also another consideration. A typewriter that is sufficiently rapid for an ordinary operator would not be speedy enough for a more advanced operator, and in order to get a machine that would suit both kinds of operators it has always been necessary on all typewriters to change the escapement of the typewriter from regular to reverse speed. This has been a job for the repair man, but the present improved models of the Fox have overcome this difficulty, in that the ordinary escapement can be instantly changed at the will of the operator from regular to reverse. This is a valuable aid to an ambitious stenographer, as no matter how fast he becomes the Fox Typewriter can be instantly changed to meet any demands and it is impossible to pile letters on this machine when set at speed escapement, even when writing at the rate of two hundred words a minute. It is understood, of course, that the ordinary operator cannot use a machine set for regular escapement without having the letters blur, as the carriage will escape before the operator has removed her fingers from the keys.

The late models of the Fox are equipped with every automatic device that is practical and that will assist the oper-

ator. The ribbon movement is entirely automatic, requiring no attention from the time it is placed on the machine until it is worn out. The line space lever, the paper release, the margin stops and margin release, the line lock, etc., are all worked out on new and improved methods and make the machine complete in every particular.

The keyboard of the Model No. 3, which is the successor to the Fox Model No. 1, has 39 keys writing 78 characters, including Capitals, Small Letters, Punctuation Marks, Commercial signs, etc. This model is the one best adapted for general use and it takes paper 9" wide and writes a line  $7\frac{1}{2}$ " long.

The Model No. 4 typewriter has 44 keys writing 88 characters, which include the 78 characters of the No. 3 machine, together with 10 extra characters which can be added and changed to suit the business for which the typewriter is intended.

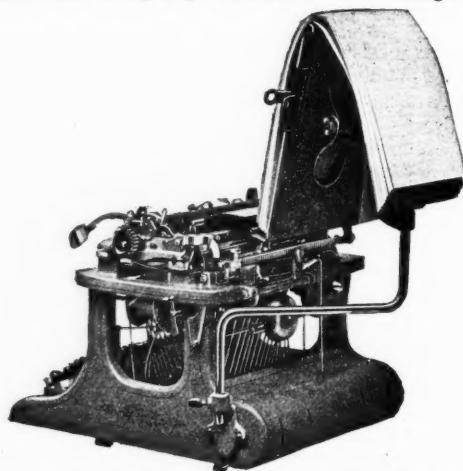
Models 5, 6, 7, and 8 are the same machines as the model No. 4 with the 88 characters, with the exception that they have long carriages and are thus adapted for special kinds of work. The length of the various carriages on the different machines are as follows:—

No. 5	writing a line $9\frac{1}{2}$ "	long takes paper 12"
No. 6	" " " 12"	" " " 14"
No. 7	" " " 14"	" " " 16"
No. 8	" " " 16"	" " " 19"

The Fox Typewriter Co., Ltd., have since their reorganization opened a number of branch offices in various cities in the United States, and are at the present time represented either by branch offices or by local dealers in all of the important centers in this country.

The European trade is handled by the Fox Typewriter Co., of Hamburg, and for a long time the Fox has had an excellent trade on the Continent. Machines are also shipped in large numbers to India; Hong Kong and Port Arthur in China; Yokohama, Japan, Australia, and New Zealand.

The domestic business of this company has shown a wonderful increase in the last two years. The new models before referred to were put on the market just about a year ago and they have met with such a reception that the company has for the last six months been continually oversold and having to work overtime in the endeavor to keep up with its orders. Arrangements have just been completed for largely increasing the plant and adding large additions to the buildings.



The reception that the Fox has received for school use has been remarkable. The special demands put upon the typewriter in a school-room makes the Fox especially desirable on account of its unlimited speed, its superior quality in retaining alignment, and its unquestioned durability. In schools where the Fox is in use at the present time it is spoken of in the very highest manner.

The Fox Typewriter Company will gladly mail catalogs and other descriptive matter pertaining to their machine to any one interested.

The Fox Typewriter Co. also manufacture a copyholder called the Fox Adjustable Copyholder. This device, illustrated herewith, attaches to any typewriter and enables the operator to place the copy directly above the machine and in a direct line of vision. It can be moved to the back of the machine or to either side of it, and is a great advantage over the old method of having the copy in such a position that the operator has to bend to read the notes. The Fox Company have such faith in the merits of this holder that it is shipped anywhere by prepaid express on trial for ten days.



## The Educational Trade Field.

The Silicate Book Slate Company, New York, have built a large new factory of their own at Long Island City, from which place they will in future supply all orders. This change has been brought about by the excellence of their supplies, which are satisfactorily filling a needed want.

The increase of kindergartens in New York city and the excellent supplies specially for kindergarten work kept by E. Steiger & Company, New York, has kept this firm very busy. Throughout the country kindergartens are on the increase, and this has led to a large amount of extra business the present year. The tendency is growing more towards simplicity in material, but whatever is needed can be found here of the best and most suitable kind. It will pay well to write for their catalog.

The Prentiss Clock Improvement Company, New York, are well known for their excellent work. Their specialties consist of sixty-day clocks, automatic calendars, synchronizers, by which any number of clocks may be controlled, program bells specially made for mills, factories, schools, and colleges, one clock ringing any number of bells according to the program requirements, and electric tower clocks, that need no winding.

The proof of the intrinsic value of the Prentiss clocks lies in their wide use on leading railway systems and in the large factories. They have furnished a long list of schools in cities and the country with their program clocks, as well as numerous publishing and business houses.

A. C. McClurg & Company, Chicago, have among new issues the following books specially adapted for juveniles, which will make excellent presents for the young, and will also attract the older reader. They include *Cogno and the King's Children*, by Cornelia Baker; *Mayken*, by Jessie A. Chase; *Prince Silverwings*, by Mrs. Harrison; *Little Mistress Good Hope*, by Mary I. Taylor. It is getting towards the special time of gifts, and in the above books there is sensible and most entertaining reading, with beautiful illustrations, which tend towards making them attractive. Their catalog contains many other publications of interest.

The Saalfeld Publishing Company have issued a translation by E. S. Boggs of Maurus Jokai's latest book, *Told by the Death's-Head*. It deals with the romantic years of the seventeenth century, and partakes somewhat of Baron Munchausen features in the almost impossible acts of heroic bravery, which, however, are attractions to boys and older ones as well. *Hugo von Habernick* is the reciter of these tales, who is represented as having charge, in 1688, of part of the Ehrenbreitstein fortress.



### A Romance of the Rail.

A bright and amusing little story told in a way that will interest everyone who believes the course of true love can sometimes run smooth; handsomely illustrated in colors and beautifully bound. The booklet will be sent free to anyone who will mail two cents in stamps to cover the cost of postage. Address, T. W. Lee, General Passenger Agent, Lackawanna Railroad, New York City.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON,

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals *The School Journal* is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued three monthlies—*The Teachers' Institute*, *The Primary School*, and *Educational Foundations*, (each \$1.00 a year,) presenting each in its field valuable material for the teachers of all grades, the primary teacher and the educational student; also *Our Times* (current history for teachers and schools), semi-monthly, 50c. a year. A large list of teachers' books and aids is published, and all others kept in stock, of which the following more important catalogs are published:

**KELLOGG'S TEACHERS' CATALOG.** 144 large pages, describes and illustrates our own publications.—free.

**KELLOGG'S ENTERTAINMENT CATALOG.** Describes the cream of this literature, over 700 titles.—free.

**KELLOGG'S NEW CENTURY CATALOG.** Describes and classifies 1700 of the leading pedagogical books of all publishers. A unique and valuable list. 2c. Send all orders to the New York office. Books and files of our periodicals may be examined at our Chicago (236 Wabash Ave.) and Boston (116 Summer St.) offices. Send all subscriptions to the New York office.

E. L. KELLOGG & CO., Educational Publishers,

61 East Ninth Street, New York.

*THE SCHOOL JOURNAL* is entered as second class matter at the N.Y. Post Office

## Books Under Way.

Ginn & Company.

Fossler: *Aus Danischer Zeit* (with vocabulary)

Hooper and Wells: *Electrical Problems*

Kemp; *A History for Graded and District Schools.*

Miner and Moore: *Accounting and Business Practice.*

Taylor and Puryear: *Plane and Spherical Trigonometry.*

A. S. Barnes & Company.

"Bayou Triste: A Story of Louisiana," by Josephine Hamilton Nicholl.

"One's Womenkind" (a novel), by Louis Zangwill.

"Two on their Travels," by Mrs. Archibald R. Colquhoun.

"Hidden Manna," by A. J. Dawson.

Silver, Burdett & Company.

"William Tell"; translated and adapted to school use from Schiller's Drama, by Charles A. McMurry, Ph.D., of the State Normal School, De Kalb, Ill. Illustrated; 120 pages.

"The Story of the Philippines," by Adeline Knapp, "World and Its People" series, volume XI. Fully illustrated from photographs and drawings. 295 pages. Price, 60 cents.

"An Elementary German Reader," by Frederick Lutz, A.M. Professor of modern languages, Albion College. 338 pages.

"Literary Pilgrimages in New England," to the homes of some of the famous makers of American literature, and among their haunts and the scenes of their writings, by Edwin M. Bacon.

"Complete Register and Record Book for Schools," arranged by J. A. Whiteford, Moberly, Mo.

"Business Forms": Intermediate Slant. Normal Review System of Writing, by D. H. Farley and W. B. Gunnison.

"Barnas Sears, A Christian Educator," His Making and Work, by Alvah Hovey, D.D., LL.D. 193 pages. Illustrated.

"Historical Readings Illustrative of American Patriotism," by Edward S. Ellis, A.M. Illustrated.

Doubleday Page & Company.

"Andrew Carnegie," by Barnard Alderson

"How to Attract the Birds," by Neltje Blanchan.

"American Masters of Painting."

"Nature and the Camera," by A. Radclyffe Dugmore.

"The Pleasures of the Table," by George H. Ellwanger.

"A Summer Snowflake," by W. D. Ellwanger.

"Practical Cooking and Serving," by Janet Mackenzie Hill.

"The Life of James Madison," by Gaillard Hunt.

"The Book of Weddings," by Mrs. Burton Kingsland.

"Shakespeare and His Forerunners," by Sidney Lanier.

"The Pet," by Frank Norris.

"Danny," by Alfred Ollivant.

"The Lane That Had No Turning," by Gilbert Parker.

"The Moon," by William H. Pickering.

"Germany of To-day," by Wolf von Schierbraad.

"American Animals," by Witmer Stone and William Everett Cram.

"Principles of Home Decoration," by Candace Wheeler.

"The Wind in the Rose Bush," by Mary E. Wilkins.

Century Company.

"Title-Pages," by Theodore L. De Vinne.

"A Sentimental Journey," by Laurence Sterne.

"Essays of Elia," by Charles Lamb.

"Recollections of a Player," by James H. Stoddart.

"The Story of Athens," by Howard Crosby Butler.

"Old English Masters," by Prof. John C. Van Dyke.

Houghton, Mifflin & Company.

"Handbook of Birds of the Western United States," by Florence Merriam Bailey.

"American Navigation," by William W. Bates.

"A Book of Nature Myths," by Florence Holbrook. Illustrated by E. Boyd Smith. 45 cents.

"Masterpieces of Greek and Latin Literature," edited by Dr. Gordon J. Laing and Prof. John H. Wright.

"Instruction Concerning Erecting of a Library," by Gabriel Naudé.

"Journal of a Tour in the Netherlands," by Robert Southey.

"Prothalamion and Epithalamion," by Edmund Spenser.

"Americans in Process," edited by Robert A. Woods.

"A Study of Prose Fiction," by Bliss Perry.

"A History of English Literature," by William E. Simonds. \$1.25, net.

## Notes of New Books.

*The Mother Tongue, Book III., Elements of English Composition*, by John Hays Gardiner, assistant professor of English in Harvard University, Lyman Kittredge, professor of English in Harvard University, and Sarah Louise Arnold, dean of Simmons college, formerly supervisor of schools in Boston. The two steps essential to an easy use of correct language are the reading and study of good literature, and constant practice in writing. This book contains many selections from the masterpieces, grading these according to the advancement of the pupil and arranging them according to the topic to be illustrated. At the same time daily exercises are called for in writing of all kinds, descriptions, narrative, announcements, stories, and so on, thru all classes of composition. Punctuation, paragraphing, and all the details of actual work are thoroly taught, so that the pupil who has followed the course thru the book must necessarily become a careful writer. The authors clearly comprehend the fact that the only way in which one can become a writer is by writing. The use of the book must materially aid the teacher. (Ginn & Company, Boston.)

The small volume of 66 pages on *Arithmetic* by L. H. Clark is intended for those who have already pursued the subject thruout, and have occasion to review it. The book is divided into two parts. Part I. consists entirely of problems arranged by classes. These problems have all been used by the author in his classes in the normal school. Part II. is made up of definitions and discussions. The book is well suited to the purpose for which it is designed—an arithmetic for review classes in high schools and normal schools. (Thomas R. Shewell & Company, Boston, New York, Chicago.)

A. W. A.

*Selected Poems of William Wordsworth*, edited, with introduction and notes, by Joseph B. Seabury. This volume contains about thirty of the best known and most characteristic poems of one of England's great poets. The eighteenth century saw a marked change in literary, as well as in social and political ideas, and Wordsworth was a prominent factor in the development of what we may call modern literature. He possessed a deep sympathy with the country and with the simple incidents of country life, which everywhere manifested itself in his poetry. With all his limitations Wordsworth has written verse that will retain a place with the best in literature. This little volume will help to keep some of his more charming lines before students and is a valuable addition to the Silver Series of Classics. The extended introduction and the notes will go far to help the reader to interpret the poems. (Silver, Burdett & Co., Boston.)

*Caterpillars and Their Moths*. By Ida Mitchell Eliot and Caroline Gray Soule. With illustrations from photographs of living caterpillars and spread moths, by Edith Eliot. This book consists of two parts, the first giving the results of the author's experience in raising successive generations of moths and the second containing a series of specific life histories of moths. The authors, having become interested in the study of moths, set a room apart for their use and went to work according to the directions given in the standard works upon the moths. They soon found that these directions very often failed them and so they started to learn directly from the habits of moths and caterpillars. After numerous failures, resulting in the death of the specimens studied, they learned how to treat caterpillars and they give careful directions to others interested. Every step is illustrated by photographs.

The specific life histories are of special interest and value, because species have been selected upon which the standard works are deficient. Thus the book becomes a real contribution to our knowledge of the moths. Too much cannot be said in praise of the fidelity of the many photographs to nature. (The Century Co., New York. Price, \$2.00 net.)

It isn't often that a person old enough to have children of his own can sit down and read fairy stories, one, two, three—an even dozen of them—and be actually more fascinated by each than he was with the one before. Thanks to Ruth Kimball Gardner, most delightfully and ably assisted by Howard Smith, illustrator, one man of years renewed his childhood for a couple of hours and reveled, as he hasn't before for many years, in a book of fairy tales. He was so carried away by the charming stories in *Happy Far-Away Land* that, bachelor as he is, he is going to hunt up a neighbor's child right away to read those stories to, and—shades of Santa Claus long forgotten—he is going to invest in half-a-dozen copies of that book and send them to little folks for Christmas.

It isn't much use to attempt to describe *Happy Far-Away Land*; the only practical advice is, "Get a copy and see for yourself." The stories are the true, finished fairy histories of our friends of Mother Goose days. We know, by reading the facts reported by Ruth Kimball Gardner, many, many things we have mused over and longed to know so often and so long, and that the children of to-day are aching to know now—how King Cole happened to have that famous four and twenty blackbird-pie set before him; why Bo-Peep lost her sheep; what made Simple Simon go to the fair penniless; where Lucy Locket's pocket was found, and, oh, so many other important things much more worth knowing than how Columbus discovered America and why there is no real North pole.

If, O ye teachers, you want to give your pupils the most exquisite pleasure read them the stories from *Happy Far-Away Land*. O ye parents, if you want this Christmas to be an assured success, hang this book on your Christmas-tree. (Zimmerman's, 156 Fifth avenue, New York. Price, \$1.50.)

As the editor says, in the introduction to Dana Estes & Company's new edition of Browning's, *Pippa Passes*, this "is a book to read, re-read, study, and love." And this white-and-gold edition of the beautiful poem of how the dear little silk-winder, Pippa, sang goodness into the hearts of those she came near on her New Year's holiday, is a most appropriate holiday gift. The poem has only to be known to be loved and Louis Meynelle, who illustrates the book, has seemingly caught the poet's spirit. The pictures of little Pippa and the other Italians, pictured by the illustrator, appeal to the reader as thoroly appropriate. (Dana Estes & Company, Boston. Price, \$1.50.)

Stopford A. Brooke's new book on the *Poetry of Robert Browning* should be read by teachers who strive to keep in touch with the ideas promulgated by the literary world. Not everyone will accept Mr. Brooke's opinion of Browning's work unquestioned, but the writer has given us a study of Browning that will shed light on previous conceptions of the poet and that will furnish suggestions for further study.

The book warns readers who are not lovers of Browning that they need not expect their critical opinions to receive any consideration. "Parnassus, Apollo's mount," the author says, "has two peaks, and on these, for sixty years, from 1830 to 1890, two poets sat, till their right to these lofty peaks became unchallenged. Beneath them, during these years, on the lower knolls of the mount of song, many new poets sang, with diverse instruments, on various subjects and in manifold ways. They had their listeners; the Muses were also their visitants, but none of them ventured seriously to dispute the royal summits where Browning and Tennyson sat and smiled at one another across the vale between."

This reveals Mr. Brooke's view of Browning's place as a poet, and, while the whole book is based on this view, the characteristics studied are so discussed as to aid the student of Browning to a clear understanding of the poet's philosophy, poetic insight, love of nature and power—as well as slovenliness—as a singer. The several topics include: A comparison of Browning and Tennyson. Browning's treatment of nature, his theory of human life, his poems of love, imaginative representations, etc. (Thomas Y. Crowell & Co., New York. Price, \$1.50.)

*From the Old World to the New*. How America was found and settled, by Marguerite Stockman Dickinson, with many illustrations. While many books on American history have been published in recent years there is still a place for such books as this one. It is intended for younger grammar-school children and for such the book should prove both interesting and profitable. A few years ago it was quite generally held that history should be presented to children thru a series of biographies. At present the opinion is growing that biographical sketches of themselves are not enough, that even young children can be led to see a chain of causes and results and that they find pleasure and profit in so doing. While Mrs. Dickinson, in her book, does not ignore the value of personal incident, she gives chiefly a narrative of the most important events in the discovery, exploration, and colonization of America. It is not mere information about the "what" that she is trying to present; it is more particularly the "why." So the courage and perseverance by which a continent, after centuries of effort, is finally made known, is brought out with unusual clearness and simplicity for an elementary book. Columbus is viewed from his own age as well as from the present. Motives that led to the exploration and settlement of the

country are brought into prominence. Life in the different colonies is contrasted. When the book is ended the reader sees that the prize of the New World has been won by struggle, by hardship, by persistent determination, and that the best elements survived and have perpetuated themselves. The book is excellent for supplementary and collateral reading, but it is provided with such aids as to make it also well adapted

for closer study. Each chapter is succeeded by a summary of things to be remembered, by a list of additional readings, and by suggestions of things to be done—map drawing, composition work, collecting of pictures, and the special study of certain technical words. The book is well written and the illustrations, paper, printing, and binding are first-class. (Macmillan Company, New York.)

## New Books for Schools and Libraries.

This list includes books received since April 25.

<i>Title.</i>	<i>Author.</i>	<i>Price.</i>	<i>Publisher.</i>
LANGUAGES.			
The First Year of Latin	{ Walter B. Gunnison Walter S. Harley	1.00	Silver, Burdett & Co. Macmillan Co.
Geoffrey Chaucer	Andrew Ingraham		William R. Jenkins
Le Roi Apipi	Victor Cherbuliez		American Book Co
Virgil's <i>Æneid</i>	Ed. by Henry S. Frieze	1.50	
Essentials of English Composition	Horace S. Tarbell Martha Tarbell }	.70	Ginn & Co.
Graded Lessons in Letter Writing and } Business Forms, Books I., II., III. }			" "
The Worth of Words	Ralcy H. Bell		Grafton Press
Word Coinage	Leon Mead		T. Y. Crowell & Co.
GEOGRAPHY.			
Strange Lands Near Home	Edward S. Morse		Ginn & Co.
Glimpses of China and Chinese Homes	M. S. Dickson		Little, Brown & Co. Macmillan Co.
From the Old World to the New			
HISTORY.			
Ancient History for Beginners	George W. Botsford	1.50	"
Syllabus of Lectures of the History of } Education }	Ellwood P. Cubberly	2.25	"
CIVIL GOVERNMENT.			
Government: Its Origin, Growth, and } Form in the United States }	Robert Lansing and Gary M. Jones		Silver, Burdett & Co.
MATHEMATICS.			
Mental Arithmetic	I. C. McNeil	.35	American Book Co.
High School and Academic Algebra	Louis Parker Jocelyn		Butler, Sheldon & Co.
SCIENCE.			
The Elements of Physiology	Francis M. Walters	.80	E. W. Stephens
MUSIC.			
Educational Music Course			Ginn & Co.
NATURE.			
Nature Portraits			Doubleday, Page & Co.
Caterpillars and their Moths	Carolyn Gray Soule	2.00	Century Co.
MISCELLANY.			
Shakespeare's As You Like It	Charles R. Caston		Macmillan Co.
Early American Orations	Louie R. Heller	.25	"
Stories of Charlemagne	Rev. A. J. Church	1.75	"
Nathalie's Chum	Anna Chapin Ray	1.20	Little Brown & Co.
Foxy the Faithful	Lily F. Wesselhoeft	1.20	" "
Catharine's Proxy	Myra Sawyer Hamlin	1.20	" "
Brenda's Cousin at Radcliffe	Helen Leah Reed	1.20	" "
The Struggle for a Continent	Francis Parkman	1.50	" "
Jack and His Island	Lucy M. Thruston	1.20	" "
An Old-Fashioned Girl	Louisa May Alcott		" "
Little Women	" "		" "
The Adventures of Torqua	Charles Frederick Holder		" "
The East of To-Day and To-Morrow	Henry C. Potter	1.00	Century Co.
Abraham Lincoln	John G. Nicolay	2.40	"
Aladdin O'Brien	Gouverneur Morris	1.25	"
The Wyndham Girls	Marion Ames Taggart	1.20	"
Sir Marrok	Allen French	1.00	"
Selections from the Thoughts of Pascal	Benj. E. Smith	1.00	"
Barnaby Lee	John Bennett	1.00	"
The Biography of a Prairie Girl	Eleanor Gates	1.50	"
Daniel Webster	John Bach McMaster	2.00	"
Confessions of a Wife	Mary Adams		"
Luncheons	Mary Ronald	1.40	"
Napoleon Jackson	Ruth McNery Stuart	1.50	"
The Bible for Children	Mrs. Joseph B. Gilder	3.00	" "
Scientific Sloyd	Anna Molander		C. W. Bardeen
Later Infancy of the Child	Ed. by Wm. T. Harris	1.20	D. Appleton & Co.
Shades and Shadows and Perspective	O. E. Randall		Ginn & Co.
A New Primary Dictionary	Joseph E. Worcester		J. B. Lippincott Co.
Far Past the Frontier	Jas. A. Braden	1.00	Saalfeld Pub. Co.
Ralph Granger's Fortune	Wm. Perry Brown	1.00	" "
The Garden of Lies	Justus Miles Forman	1.50	Frederick A. Stokes Co.
The American Diary of a Japanese Girl	Miss Morning Glory	1.60	"
The Last American	J. A. Mitchell		"
Young George	Edith Farmiloe	1.40	"
Fairy Tales from the Swedish	H. L. Braekstad	1.40	"
The Making of Citizens	R. E. Hughes	1.00	Chas. Scribner's Sons
The Sensitive Plant	Percy B. Shelley	.70	John Lane
The Poetry of Robert Browning	Stopford A. Brooke	1.50	T. Y. Crowell & Co.
Letters from a Self-Made Merchant to } His Son }	George Horace Lorimer	1.50	Small, Maynard & Co.
What is the Soul? Has the Dog a Soul?	C. W. Larisun		Fonic Pub. House



## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING NOVEMBER 1, 1902.

The death of Dr. Emerson E. White, which was announced in *THE SCHOOL JOURNAL* last week, ought to be brought to the attention of all teachers' conventions now being held, and, wherever possible, memorial resolutions ought to be adopted. Dr. White in his lifetime probably addressed more American teachers than any other educational leader. No pedagogical books published in this country have been more widely read than those written by him, not even excepting Colonel Parker's "Talks on Teaching," and Page's "Theory and Practice." His text-books have made his name known to several generations of school children. Other services he rendered to the common school education have already been referred to in these columns.

Mr. Chamberlain, colonial secretary, at a recently called meeting of the British Union-Liberalists, made known his views on the Education bill in clear terms. Acknowledging the imperfection of the bill he stated he had always been in favor of the government providing only secular education, but that, rightly or wrongly, the majority of people seemed to demand religious instruction of some kind. He made several suggestions amending the bill so as to give safe and ample popular control, and said that the bill would not be withdrawn. These proposals for amendment, he thought, ought to nullify the adverse opinion concerning the bill.

### Superintendents of Two Great States.

The joint meeting of the superintendents of Massachusetts and New York, held at Albany, October 15 17, was already characterized in these columns last week as a gratifying success. The influence of the convention will make itself felt in the two great states whose honored leaders in the common school field it brought together in conference and social gathering. The better understanding of one another assured by the meeting will long remain a source of mutual help and encouragement. Never before at a state meeting were the discussions outside of the regular sessions fraught with so much professional inquiry and enthusiasm.

Promises to visit one another's schools were frequently overheard in the lobby at headquarters. One group of educators formulated plans to make a comparative study of the results achieved in their schools by an exchange of visitations and the applications of such tests and methods as suggested by Dr. J. M. Rice. The Massachusetts men made use of every minute of their time in studying the features of the New York educational system as revealed in the local and state institutions at Albany. The high school of the city, the Regents' office, and the extension plans of the state library seemed to prove most attractive to the New Englanders.

After the usual welcome addresses, Dr. Frank A. Hill, the scholarly secretary of the Massachusetts state board of education, delivered a fine address describing "Seven Lamps for the Teacher's Way," a synopsis of which is printed in this number. It may be that Mr. Hill can be persuaded to repeat his address before some of the large teachers' associations to be held in the near future. It is strong and inspirational.

Mr. William A. Baldwin gave an interesting account of the remarkable plan of industrial training developed at the state normal school at Hyannis, Mass., of which

he is the principal. One feature of the new work is that every phase of it grows out of individual needs of the children, and is especially adapted to meet these needs. The Hyannis work is attracting deserved attention. An exhibit from the school and an address by Principal Baldwin formed a most enjoyable part of a recent program of the Mechanics' Fair at Boston. The editor expects to make a personal visit to the school, in the near future, to observe the practical workings of the plan, and an outline of new manual training will then be given in *THE SCHOOL JOURNAL*.

Dr. Prince, the distinguished agent of the Massachusetts state board of education, and Supt. C. B. Gilbert, of Rochester, continued the discussion of the need of industrial training. Supt. Roderick W. Hine, of Dedham, president of the Massachusetts Superintendents' Association, told of the successful inauguration of school gardening in his town. The Dedham experiment will also be described in these pages in the near future.

Supt. W. H. Maxwell, of New York city, argued in favor of a new compulsory education law, and presented a draft of an amendment of the state code, that will enable school officers to grapple more successfully with the truancy trouble. He said in the course of his remarks that he regarded the child slavery in the South and in New York city sweatshops as the darkest blot on American civilization. Efficient compulsory education laws are needed to protect the higher interests of the nation. Considerable difference of opinion was in evidence in the debate touching the age limits of compulsory education. Dr. Maxwell's draft of a new law included the time from six to fourteen years. The superintendents of rural districts preferred seven or even eight years. The matter was finally referred to the committee on legislation.

Thursday afternoon Governor Odell received the superintendents in the executive chamber. In a short address he told them that of all the questions which had come before him as governor none was regarded of more importance than that of the educational interests of the state and that none had received more careful consideration. He gave assurance of increased appropriations to meet the needs of the schools.

The regular afternoon session was opened by superintendent Nash, of Holyoke, Mass., who spoke on the construction, sanitation, and ventilation of school buildings, giving an idea of the step taken in Massachusetts to secure proper attention to these matters. Mr. C. J. Snyder, superintendent of the school building of New York city, gave interesting information about the school-houses of the metropolis. He is one of the best authorities on school architecture and building hygiene in the country. The topic was freely discussed and the committee on legislation was instructed to secure all possible legislation looking toward better school architecture.

At the Friday evening session the discussion turned about the question of the relative value of the education furnished by the schools of to-day. A social gathering in the State library followed.

The Friday morning session was a most interesting one. The much discussed subject of electives in the high school was under consideration. Superintendents Seaver, of Boston, and Maxwell, of New York city, were among the speakers. The debate was spirited and reinforced the impression that, in reality, the practice of the schools differs less than might be supposed from hearing school men talk. In one way or another all high school students are given some choice in the matter of their studies. Arbitrary restrictions, at least, are removed. But the character of studies and the aims of students impose so many natural limitations upon choice that there is greater uniformity in practice than the discussions reveal.

One of the leading educational questions of the state to-day is the extending to rural districts the educational opportunities of the cities and villages. Already a law

has been enacted giving increased financial aid to the rural schools. Secretary James Russell Parsons, Jr., of the Regents' office, presented a carefully prepared statement of existing conditions, and recommended a plan by which the children in the country communities might be instructed free in the high schools, the state paying in whole or in part the cost of instruction.

Altogether, the Albany meeting was a most enjoyable and profitable one. The general feeling was in favor of repeating the pleasant experience by holding a joint convention in Massachusetts before many months.

### School Code of Morals.

It is a curious fact that a peculiar code of morals has existed and still exists in most schools. A student of humanity would find an interesting field for his investigations in the schools and colleges of the country. We are aware that serious attempts have been made for explaining this condition of things, but none of them are wholly satisfactory. Let us illustrate by a concrete example:

A boy who had been tenderly brought up, his father a prominent deacon in a church, and he himself of his own choice intending to prepare for preaching, was put into an academy to prepare for college. He gave his experience in a letter when he had arrived at the age of 45. "I was invited to join the Promethean club and finding the best boys were members I agreed. I was made to promise not to reveal the secrets of the club or of any of the acts of its members. Very soon after the 'oracle' announced that hot tar must be put in the bed of one of the assistant teachers and names were drawn of those who were to perform the task. I was not drawn on this occasion, but was afterward.

"The victim of this mean joke was not specially unpopular; I had a respect for him and said so, but it was of no avail; he was selected simply because he was a teacher. I soon saw that the leading spirits in this club were the meanest boys in the school; but they ran its affairs and threatened and cajoled the rest to do their bidding. I had been brought up to speak the truth, but it was a part of our code of morals that lying was the honorable thing to do whenever it would extricate us from an unpleasant predicament.

"I look back upon the year I spent there thankful that my early training was not wholly in vain. The club operated much as the labor unions do now; those that did not join a club (there were several) were hounded, picked upon, annoyed, lied about, and so often maltreated that they joined to avoid persecution. I have no idea that the principal conceived of the devices and plans to cause trouble that were hatched in the clubs. To stand by a club member was the highest religion."

It is probable that in every primary school in the country the new pupil is told by his schoolmates at once that he must not "tell." This is the first and greatest commandment. In one case recalled, a student in a college was seized, blindfolded, and treated in a most shameful way: his eyesight so injured by red pepper that he was obliged to give up a course of study, and yet the perpetrator, when questioned, not only denied participation but proved an alibi; a case of double lying.

College faculties and trustees are well aware of this state of things. The overseers of Tufts college say:

"It is well understood that the student body in most colleges has always sanctioned a highly artificial code of morals which thoughtful men would repudiate at once in the domain of business or of society. This peculiar code, which tolerates cheating in examinations, justifies the destruction of private property in the celebration of athletic victories, encourages boorish manners and various forms of reprehensible conduct and causes strained relations between professors and students, was perhaps a natural outgrowth of the inflexible curriculum and the paternal form of college government which prevailed until comparatively recent years.

"We wish to record our conviction that it is never justifi-

able for college authorities to ignore or condone misdemeanors on the part of the students which would lead to action in the police courts if the names of the offenders were not borne on the college rolls. Education is of little value if it does not develop a profound respect for law and order. Any man who is incapable of intelligent self-control is a dangerous element in a democratic state. The arrest and conviction of a few bumptious youths followed by their prompt dismissal from college would prove an object lesson in citizenship of incalculable value to the entire student body."

### Absurd Time Regulations for Teachers.

The problem of adjusting the thousand and one difficulties attendant upon the unification of details in the workings of the Greater New York school system is now fairly well under control. Dr. Maxwell's task has been an herculean one, and is still a severe strain upon his energies. He may not be willing to admit the fact, but the continued application to the solution of constantly arising problems has prematurely aged him. His vacation this year has been far too short. Most of his associates on the central board and among the district superintendents are also carrying abnormally heavy burdens. So the principals and teachers ought to be especially lenient in judging rulings of the superintendents. And they have been, and are patient. But there are limits to human endurance, especially when the intellect finds it impossible to discover any sane reason for a departure from usual and universal practice. Here is one peculiar institution that justly fails to provoke enthusiastic support:

Half-day classes are no longer objected to because the arguments in their favor are strong and convincing, tho many hardships attend the continuance of the scheme. But why should the teachers of these classes be compelled to stay in the school-house two hours in addition to the time acquired for the teaching of their classes. Some say it is because the six-hours-a-day teachers do not want their half day sisters and brethren to enjoy any abbreviations of temporal working space; but it seems incredible that such silliness would have any influence with men of the size of Dr. Maxwell and his associates. Yet from whatever point the practice is looked at, no palpable explanations offer themselves. The teachers who come at eight o'clock in the morning and have completed their class work at noon, must remain in the building till two o'clock. If the intention is that they visit the rooms beginning work at noon, human nature has not been taken into account. Besides, after being for four hours under the intense strain of half-day work, neither the mind nor the temper are favorable to study and observation immediately following. Worst of all, there are no facilities, anywhere, for giving at least part of the time to a respectable noon-day luncheon which, owing probably to its wholly mundane aspect, also failed of consideration by the superintendents. There are places, if it must be told, where the ward-robies, wash-rooms, and even less suitable compartments serve as the only available lunch-rooms for teachers. But the rule requires the physical presence of the teacher in the building for six hours every school day. Could anything be more unreasonable? Listen to this: The teachers beginning their work at noon must present themselves in the building at ten o'clock. They may eat as their colleagues of the morning session do, provided they finish before twelve o'clock, or they must arrange their luncheon for nine o'clock, or wait till evening. The two hours of hanging about the school building, for that is all it amounts to, moreover, is just sufficient to absorb the freshness of mind and spirit which might reasonably be expected at the beginning of actual class work.

Dr. Maxwell may find some new suggestions for reducing truancy, more pleasant and more effective than laws, by keeping the teachers' tempers as sweet as possible. The peculiar ruling with reference to half-day teachers is not in this direction.



## President Roosevelt's Thanksgiving Proclamation :

According to the yearly custom of our people, it falls upon the president at this season to appoint a day of festival and thanksgiving to God.

Over a century and a quarter has passed since this country took its place among the nations of the earth, and during that time we have had, on the whole, more to be thankful for than has fallen to the lot of any other people. Generation after generation has grown to manhood and passed away. Each has had to bear its peculiar burdens, each to face its special crises, and each has known years of grim trial, when the country was menaced by malice, domestic or foreign levy; when the hand of the Lord was heavy upon it in drought or flood or pestilence; when in bodily distress and anguish of soul it paid the penalty of folly and a froward heart. Nevertheless, decade by decade, we have struggled onward and upward; we now abundantly enjoy material well being, and under the favor of the Most High we are striving earnestly to achieve moral and spiritual uplifting.

The year that has just closed has been one of peace and of overflowing plenty. Rarely has any people enjoyed greater prosperity than we are now enjoying. For this we render heartfelt and solemn thanks to the Giver of Good, and we seek to praise Him not by words only but by deeds, by the way in which we do our duty to ourselves and to our fellow men.

Now, therefore, I, Theodore Roosevelt, president of the United States, do hereby designate as a day of general thanksgiving Thursday, the 27th day of the coming November, and do recommend that thruout the land the people cease from their ordinary occupations and in their several homes and places of worship render thanks unto Almighty God for the manifold blessings of the past year.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington, this 29th day of October, in the year of our Lord one thousand nine hundred and two, and of the independence of the United States the one hundredth and twenty-seventh.

THEODORE ROOSEVELT.

(By the President)

John Hay, Secretary of State.

## Economic Demands Upon Education.

Technical education is realized to-day as it never has been before, and in the South it is rapidly coming to the front. It must be remembered that cotton manufacturing there has only come within the last generation, and that the old hand and master mechanics have grown into their jobs. The young ones are learning the whys and wherefores, and a great change is overspreading the South. As *The Textile Excelsior* says:

"The advantages of technical education—a technical education that combines practical experience—are being realized and appreciated more and more. The need will be felt more keenly as industries grow and competition increases. The need for technical training has been brought home to the people of the South mainly by the development of the cotton manufacturing industry in this section. The need of specialization in the education of our young men has been realized and met, the result being the establishment in several states of institutions that are turning out graduates fully equipped to grapple with the problems they will be required to face."

## Dietetics at School.

Dyspepsia, with its attendant train of evils, is alarmingly manifest among Americans, and physicians tell us it is not infrequently contracted during school days. Recently, medical conventions and medical journals have given prominence to this fact, and articles have been written by foremost authorities on school dietetics, but, unfortunately, they who most need the warnings

are those who seldom, if ever, read periodicals of this character.

There is no doubt that one of the crying evils of many of our boarding-schools and colleges is the wretched system of feeding the pupils. Growing boys and girls need plenty of good wholesome food, well-cooked. Simple it may be, but what there is should be abundant and daintily served, for, after hunger, the best sauce is variety, too often lacking.

Elizabeth Cady Stanton, who died last week, says in the reminiscences of her early life:

"It is bad enough to meet with constant experience of tough meat, underdone or burned to a chip, half-cooked, unsound vegetables, bitter coffee, sour bread and rancid butter, but even the dining-room, which hungry boys and girls always approach with pleasure, is now not only robbed of all epicurean delights, but even of pleasant anticipations of good things to come."

"To see our sons and daughters growing thin under this wretched system of feeding at all our institutions is a disgrace to those who have charge of that department of school life. Grown people do not fully appreciate how sad a disappointment an unsavory meal is to the healthy appetites of the young."

In these days, when the social problem of higher ideals in teaching domestic science is being prominently brought before us, and efforts to solve it are being made, it would seem well that all institutions of learning should fall in line and help the work along by practical solutions in their own culinary departments, whether it be on their curriculum or not.

Delicate tastes, so critical in youth, revolt against milk returned to pitchers from half-emptied glasses; from left fragments of meat or bread reappearing in some more or less subtler form. Such economy is false; it is unappetizing and injurious to health from the infectious standpoint, and, before long, will prove itself detrimental to the school on a monetary basis.

It behooves parents, not only to study the sanitation of dormitories or class-rooms, the curriculum of school work and the moral standard of its principles, important as all these things are, but also to satisfy themselves as to the kitchen and dining-room facilities if they desire good results mentally, morally, and bodily.

## Getting Used to Anthracite.

The New York *Tribune* gives a very interesting item concerning the history of the use of anthracite coal: "It is just a century," it says, "since Daniel Fell made the first successful test of hard coal in Luzerne county, Pennsylvania, for heating purposes. The Indians are said to have known of the 'black stones' and made pipe bowls of them. Moravian missionaries early came across the strange mineral. Even after the coal had begun to be mined it was difficult to sell any. The people did not understand how to use it and asserted that it would not burn. As late as 1821 the Lehigh and Navigation Company sent but 365 tons to Philadelphia. Hard coal was first successfully used at the wire mills of White & Hazard, Falls of Schuylkill, thru an accident, in December, 1814. The men could not ignite it, and in exasperation, pitched a quantity of coal into a furnace, shut the doors, and went about some other work. Some hours later the furnace doors were found to be red hot and the interior a mass of fire. William Henry, a manufacturer of muskets near Nazareth, had secured some of the coal in 1798 for his forges. His blacksmith told him the neighbors called him a fool for trying to burn the 'black stones.' In 1808, however, he built a mill and successfully used hard coal in it."

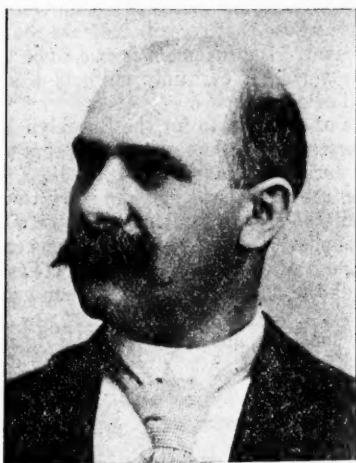
The editor regrets that mechanical obstacles necessitate the deferment of comments on President Eliot's addresses at meetings of New England teachers, until next week.



## Educational Leaders in Texas.

## I. THE SUPERINTENDENT OF DALLAS.

Supt. J. L. Long, of the Dallas city public schools, is justly recognized as one of the foremost school men in the South. He is a native of South Carolina. His early education was received in Newberry college in his native state. In 1880 he received an appointment to the Peabody normal college, Nashville, Tennessee, from which institution he was graduated in 1882. The same year he went to Texas and engaged in private school work in the eastern part of the state. In 1887, without



Supt. J. L. Long.

solicitation on his part, he was elected principal of the Rosenberg free school, Galveston, the largest school in that city. He continued in this work till 1895 when he was called to the superintendency of the Dallas schools.

For the past fifteen years Superintendent Long has been closely identified with every movement looking to the upbuilding of the educational interests of the state. In 1893 he was elected president of the State Teachers' Association. At present he is chairman of the State Board of Examiners; president of the Texas-Colorado Chautauqua, Boulder, Colorado; superintendent educational exhibit of the Texas State Fair and Dallas Exposition, and chairman of the St. Louis World's Fair Educational Exhibit committee for Texas.

## Relics of Lincoln.

Abraham Lincoln began an autograph album while he was in the White House and gave it to a boy friend much interested in autographs.

This was in the early half of 1863, and the boy (now Mr. Theodore F. Wurts, a well known civil engineer), was delighted to hear the president offer him the precious volume. In the years that have passed he has added many well-known names himself, and some years ago presented it to his son, who has added other rare names and made it the nucleus of a most interesting collection.

In Philadelphia is an interesting collection of relics of the martyred president—namely, his law library, or rather that of the firm of Lincoln & Herndon, whose names are on the flyleaves or covers. The entire legal library of this firm embraced but twelve volumes, on the top shelf of a little home-made bookcase of five shelves. All of these, except a single volume of Blackstone, which was bought by the New York State library, are still resting on that upper shelf in the old bookcase. They include three volumes of Chitty on "Pleadings," Stephens's "Commentaries on English Law," Greenleaf on "Evidence," the Revised Statutes of Illinois, 1844; four volumes of Kent's "Commentaries on American Law," Smith's "Law of Landlord and Tenant," two volumes of Story's "Commentaries on Equity Jurispru-

dence," two volumes of Parson's "Law of Contracts," Wheaton on "Criminal Law," Redfield on "Law of Railways," and Stephens on "Principles of Pleading."

It is said that the rest of the shelves contained the entire general library of the firm, and no doubt Mr. Lincoln himself made the case, for there stands near it an old "split bottom" chair which it is known that he made for his son.

About the case are various articles of Lincoln's furniture, such as an old black hair sofa, chairs, desks, and the like, and some most interesting papers and portraits of Mr. Lincoln. One of these portraits is the painting made for the Illinois legislature, representing him standing at a table on which lies the American flag furled. Among the papers hanging framed about the walls are some most interesting bills rendered for legal services, some of which are as low as \$3 and \$5. One of these, however, against a railway, is \$5,000, and nearby hangs the protest of the railway officers against the amount of the fee, and the testimony of six or seven men, among them Norman B. Judd, that the charge was not unreasonable.

## Archaeological Discoveries.

Archæologists and excavators are constantly bringing to our notice interesting ruins of ancient cities, that link us more closely to the past, and in many ways are tending to enlighten our hazy knowledge of those times.

Mr. Hall, in Rhodesia, has for six months been clearing the famous ruins of Zimbabwe from overgrown vines and trees, and opening up its labyrinthal paths. He has laid bare hard cement floorings, drains, steps, ore crushers, tools, pottery, and samples of beaten gold. These ruins were discovered by Rauch, and are thought to represent a colony from the shores of the Red sea, who supplied the Sabeen navigators with gold, ivory, and precious stones.

In Arcadia, the temples of Aphrodite and of Apollo are being excavated, and inscriptions and objects connected with the worship of Venus have been discovered. Near the spot ancient coins of Thessaly and Macedonia have been found, and a small bronze statue of the sixth century B. C.

Prof. Herman V. Hilprecht of the university of Pennsylvania, has returned from his work of exploration of the buried cities of Nippur in ancient Babylon. He brought back 23,000 ancient tablets discovered by him, which will greatly modify and change our ideas regarding the early civilization and knowledge of that people.

Nippur he finds to be sixteen cities built one on top of the other. The tablets procured are from a temple, which in those days were used for school and college as well. Professor Hilprecht states that the deciphering of the inscriptions will be very difficult, for the alphabet used is yet to be discovered. What has been already done shows that astronomical knowledge at that date, 2,300 B. C., was as efficient as that of to-day. They had a wonderful system of extended mathematical tables that made scientific computations simple compared with ours. Their school systems were highly developed. Young children of the lower grade had to master at least two other languages than their own—a learned and a colloquial one. It will be interesting to hear more of the revelations of these tablets.

The British government, in its official capacity, will limit its exhibits at the St. Louis exposition to education and the fine arts. The former will include a summary of education in Great Britain and Ireland and the Colonies.

The colonial responsibilities lately assumed by the United States will lend special interest and value to the colonial phase of the question. The exhibit in fine arts will include a wide range, as also the applied arts, and will be in charge of the Royal academy.

## Letters.

### Devices for Promoting Order.

Punctuality buttons and book stamps are two new devices that are now being used quite successfully in Indiana. The button is given to the child at the beginning of the school month; he wears it until absent or tardy, when he forfeits it until the beginning of another month. It does not ornament the clothing, nor is it worn for ornament, but for influence; to influence the sub-consciousness of the child to the end that it will be punctual in any of life's callings. These buttons worn about the homes have caused the indifferent parent to become interested in the school and the education of his children.

If a book is well kept, a book stamp (red seal) is placed on the inside of the front cover. The better care for books and school property cannot be estimated. The pupil who is taught to care for books, school apparatus, etc., will acquire a disposition to care for anything that comes into his hands. He will be a surgeon who will take care of surgical instruments; a lawyer who will take care of law books; a farmer who will take care of farm implements; or an artist in any calling who will keep all articles according to the precepts of his early teaching.

Parents approve of these plans and regard the teaching of these virtues a strong argument for the success of the teacher.

Our trustees are employing teachers who can teach arithmetic and history, and, in addition, any of the virtues which will inure to the pupil's happiness in life.

I will be pleased to answer any inquiries concerning these devices.

Rochester, Ind.

W. S. GIBBONS,  
Supt. Fulton County Schools.

### Improvement Prizes.

Are there not high schools in cities and towns reached by THE SCHOOL JOURNAL that would like to apply to themselves the stimulus of improvement prizes? Most high schools are already provided with prizes for highest scholarship, but comparatively few have offered prizes for greatest improvement. Rewards for scholarship and improvement supplement each other. There are those who think that recognition of steady improvement has stronger influence in raising the morale of a school than the recognition of marked superiority. The number of pupils who come within the range of the influence of scholarship prizes is small compared with that of those whose past records indicate the possibility of advancement. Improvement is said to be the largest room in the world; it certainly will hold a great many pupils in all of our schools.

Statistics of scholarship for the Brooklyn Boys' high school, covering all the pupils attending that well-known institution during the four years 1894-1898, have been published in the annual of 1,899 and show the following results tabulated from a total of 8516 term records of individual pupils. During the eight terms ending with June, 1898, out of every thousand separate or individual term records the number of boys in each group was as follows:

90 per cent. and above	19
85 to 90 per cent.	68
80 " 85 "	151
75 " 80 "	214
70 " 75 "	202
Below 70 per cent. or failed of promotion	192
Left school for all reasons	154

Total, 1,000

Classified in three groups each thousand of these 8516 term records comprised the following:

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The United States is so large a part of the world, and so varied in climate, products, etc., that most of these types are first met with in the United States, and studied in that connection.

These same types are time and again reviewed—with slight variations—in developing pictures of foreign countries. This makes the United States the basis for the study of foreign lands, and insures a constant review of our country. Ordinarily, the pupil is forgetting the United States while studying other parts of the world.

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80 per cent. and above	238
70 to 80 per cent.	416
Failed of promotion or left school	346
<b>Total,</b>	<b>1,000</b>

Approximately one-fourth of the pupils did excellent or good work, forty per cent. did ordinary or passable work, and one-third dropped out or failed to advance a grade.

It is believed that these figures are better than those of most high schools. The school is one of the very best in the country. Some years its graduates have won from \$7,000 to \$10,000 in scholarships and prizes at college. In the last two years, of the forty-two Cornell scholarships awarded in the entire borough of Brooklyn, thirty-one have been won in open competition by pupils in this one school. The marking is rigorous and the standard is high. Boys frequently enter college

direct from the junior year in this school and with some study in the summer vacation graduates have entered sophomore year at Harvard. Schools which can show for four consecutive years as good a standing of all registered names are invited to send their records.

Improvement prizes may have a beneficial effect upon at least two of these three classes. Three fourths of our pupils have room for improvement. Some who fail or barely pass may deserve credit for their efforts, but these should be encouraged to believe they may do better farther on. The principle of the Lincoln improvement prizes, thirty-nine of which have been awarded in New York city, is capable of application in many cities and towns.

C. S. HARTWELL.

473 Madison St., Brooklyn, N. Y.

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## In and Around New York City.

The plans for fitting up the recreation piers for schools are completed, and preparations are already made for hastening this work. New school-houses and additions in the congested districts are being pushed. In all the boroughs contracts for work have been let for the most important and necessary work, with more contracts to follow by Dec. 1.

A resolution was proposed at the last meeting of the board to reintroduce the old by-law of sixty days' training for college or normal graduates, who have had no experience as teachers. This by-law was repealed four years ago because of the scarcity of teachers, and was originated by the council of superintendents who are much in favor of its re-introduction.

The dean of Columbia, J. Howard Van Amringe, in issuing his annual report, heartily upholds President Butler's suggestion that the course leading to the B. A. degree should be diminished, but recommends a three-year course, and not two, as does President Butler. He further recommends the placing of all studies essential to and required for the B. A. degree in the first two years of the college course, since the third year would thus be available for more extended and effective studies of some special branch.

A proposition was made at the meeting of the New York city board of education to the effect that the teachers should be given a lecture at the beginning of each year explaining the symptoms and causes of opthalmia and other eye diseases.

There has been much misunderstanding with regard to higher licenses for teachers. The following explanations given by a member of the board of examiners may

help clear up part of the difficulties. He says a promotion license is necessary for a teacher who wishes to go into one of the grades of the last two years, and into the salary schedules for more grades. Otherwise the license is not necessary. It is not essential to promotion under the Davis law.

The A license is abolished, and holders of A licenses have this benefit: They are exempted from all examinations except in the subject specially selected for such examination. The academic uses in these specially selected subjects determine the candidate's position on the eligible lists of promotion licenses which are made by subjects.

The salaries of student substitutes have been made \$1.50 per day instead of \$2. The substitutes are students in the training schools and are required to report to the principal of such schools.

The following-named principals and teachers have been retired upon their own application. Mary J. Farmer, principal P. S. 73, Manhattan; Mary E. Fletcher, P. S. 141, Manhattan; Mary E. Martney, P. S. 147, Manhattan; Johanna Cohn, P. S. 15, Manhattan; Margaret Kerr, P. S. 76, Manhattan; Mary Wackerhagen, P. S. 62, Manhattan; Phoebe Murdock, P. S. 88, Manhattan; Eleanor Malone, P. S. 40, Manhattan, and Mary A. Daly, P. S. 40, Manhattan.

The Educational Alliance has planned a fresh venture in instruction and entertainment, with a view of a clean mind in a sound body. It proposes a theater in which the plays enacted shall be such as commend themselves not only to interest and imagination but also to wholesome culture and education.

## An Exhibit Worth Studying.

The Exhibition of Applied Designs held at the hall of the board of education, Oct. 27 to Nov. 1, is not an exhibition of class work, nor is it representative of all phases of the course of study in the manual arts. It is intended to illustrate only work in applied design—constructed forms which have been decorated with original patterns in color.

The scheme followed has been of recent introduction in the schools of Manhattan and the Bronx. The results of the past term's work form this exhibition.

None of this work has been especially prepared. The forms exhibited have been selected from class exercises which were completed in the regular course of work, under the direction of the class teacher. The exhibition has been primarily arranged for such teachers. Its chief purpose is to indicate the number of forms and the variety of related exercises which rise out of the child's interests in school and home. Each object shown has been the center of a series of lessons in planning, making, designing, and coloring.

In the higher grades (5B—7B) of boys' schools, each pupil has made a working drawing of the model which he has whittled or has made in the workshop. Originality has been called for both in the structural designs and in the applied patterns.

The knife work has been pursued as an alternative course in the place of shop work in upper grades of schools in which there are no shops. The models have been completed and decorated in the class-room under the direction of the class teacher.

In schools with shops, one decorated model is made each term after the completion of other exercises. During the past term the same decorated forms were made in nearly all shops. Hereafter, however, each shop instructor will, in con-

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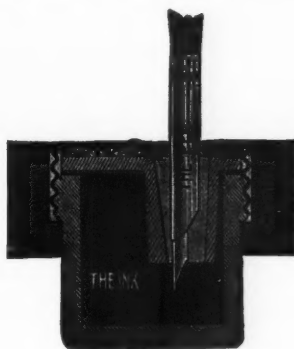
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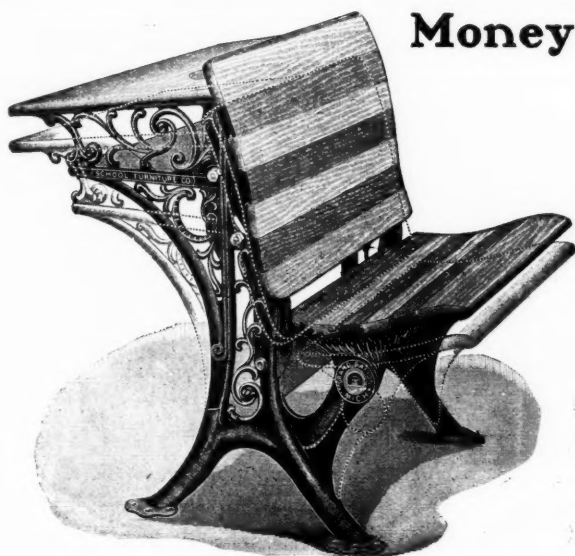
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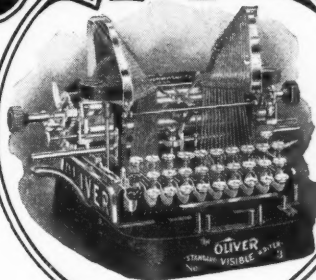
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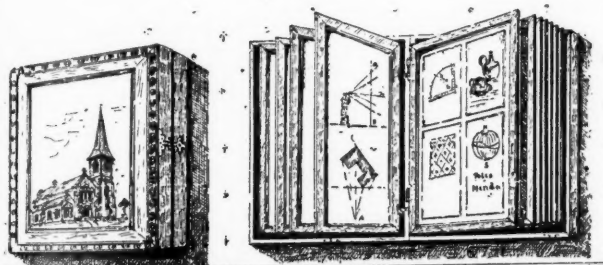
*From the Report of the Committee on Text-Books—Included in the Latest Report of the Board of Education, Washington, D. C.*

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In selecting the above books, we postponed our final determination until able to secure the opinion and advice of the superintendent, the assistant superintendents, and the supervising principals. It was most gratifying to your committee to find that the selections made by them met with the unanimous approval of the officers of the schools. We may add, with some pardonable pride, that since our action the books named have been introduced into the schools of many of the larger cities of our country, the wisdom of our selection having thus received a quasi indorsement.

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sultation with the class teacher, devise his own models. Thus the work will be more closely related to local conditions, and much diversity will result in response to the individual planning of the different instructors.

In the upper hall will be found exercises illustrating the various minor constructive art (raffia and cord work, weaving, etc.), now being introduced into primary classes, together with exercises in sewing from different grades. Other charts illustrate the work in applied design in the primary.

In the lower hall are shown the applied designs of the grammar grades. There are included several score of exercises from girls' classes. In the making of these models, lessons in sewing and embroidery have been closely related to exercises in color and design.

The boys' home work is representative of the models submitted in response to the effort now being made thruout the schools, to induce the children to put into outside practice the knowledge of processes gained within the class room walls. This work, it is believed, will appeal to those who desire to observe in connection with a voluntary expression of children's interests, the response made by the arts to the child's desire to construct and to decorate.

#### Death of Mr. Ham.

MONTCLAIR, N. J.—Mr. Charles Henry Ham died in Paterson on Oct. 16. He was born in Canterbury, N. H., in 1831, and became a lawyer. He was at one time assistant treasurer of Cook county, Ill., and founded in Chicago, a school of manual training, and published there his books on manual training and his "Ten-Minute Sketches." During the last ten years, after giving up his journalistic work on the *Tribune*, and *Inter-Ocean*, he has labored for reform in school education, as a speaker, lecturer, and author.

### Here and There.

Jacksonville, Fla., has built a new central grammar school that is complete in every way. It will accommodate 2,500 pupils, and the building is as far as rooms, reception rooms, and other necessities a model of neatness and comfort. The heating apparatus and ventilation has been made as perfect as possible.

Mrs. M. L. Glenn has suggested a wise method of wiping out the school debt of Florida by using the Indian war claim fund for that purpose. According to the Florida constitution only five mills on the dollar can be used, in spite of any emergency such as wiped out Jacksonville by fire last year, for educational purposes. She now suggests that of the \$750,000,000 allowed on the war claim, at least \$60,000 be given to Duval county for schools.

LAWRENCE, KANS.—Dr. Frank Strong, who graduated from Yale, was lately installed as chancellor of the state university. In 1899 Dr. Strong was elected president of the University of Oregon, where he effected a great change for the better in his period of three years. He has to a great extent the ability of gaining the respect and confidence of those that are under his care, which circumstance in itself is a sure sign of success. His position means extra efforts to put the university to the front, as he said:

"I accept from you as representative of the Board of Regents of the University of Kansas, the trust which you place in my hands. I accept it with a deep sense of the honor and responsibility it brings. I feel the responsibility the more keenly because of what the university has done in the past; because he who, more than any other man, represents the achievements of the past, sits in the providence of God upon this platform to-day. I feel it again because of that other man who cannot be

here, but who twice, at the critical periods in the history of the university, has stepped into the breach and given the best of his life to its service. All hail to the men of the past who by their struggles, their sacrifices, and their prayers, have made Kansas and the university what they are to-day."

#### Colorado News Letter.

DENVER, COLO.—Supt Chas. E. Chadsey, of the North Side schools, has organized a night school for boys and girls between the ages of fourteen and twenty-one. At the close of the first week 119 had registered for work. This is the only night school in the city conducted under public school administration. Its success is abundantly assured already.

An editorial note in THE SCHOOL JOURNAL of October 4, stated that Mrs. Grenfell was nominated by "both parties." This is not quite correct, as she is not endorsed by the Republicans. "Both parties" refers only to Democrats and Populists. Mrs. Brandt, of Cripple Creek, is the nominee of the Republican party.

The character of Mrs. Helen L. Grenfell is revealed thru her dignified conduct at the time of the Democratic convention. The leaders of the party asked her to come to the Coliseum hall and from the platform declare herself a Democrat. This she refused to do; tho the refusal might have lost her the nomination. She has been twice nominated by the Silver Republicans and elected on a Fusion ticket. This fall the Silver Republicans held no convention. Here is a woman who is willing to go before the people on her merits alone.

Pres. James H. Baker, of the State university and Pres. Wm. F. Slocum, of Colorado college, have returned from a vacation spent in Europe.

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### Dr. Eliot's New Hampshire Speech.

Following on the speech, given by Pres. Eliot at New Haven, comes a speech delivered at Concord. The two form really one thought, the second logically should have been the first, which would have spared a lot of premature discussion. His view of the educational status in the light of the two speeches is by no means as pessimistic as his first utterance would lead us to suppose. He grants the immense advance made in method and theory, and aims to bring out the point that this has been more marked in the higher spheres of education than in the primary, and urges an improvement in the conditions of mental training that prevail in schools where children spend the first eight years of their training. He praises the improvements brought about by the elective systems in the universities, as having greatly raised the standard of scholarship and achievement.

He comments upon the higher standard of attainment now required of university professors. Most striking of all the changes which he mentions is that exhibited in the professional schools of divinity, law, medicine and applied science, in most of which the whole method of instruction has been changed, while in the scientific schools the entire provision for training has had to be created owing to the rapid development of the sciences themselves. He dwells upon the higher education of women, and notes, too, increased attention given to physical culture and athletic sports. He points out, also, that the comparative abandonment of farm life has made absolutely necessary a great variety of outdoor sports in order to protect the race against bodily degeneration.

He finds admirable gains in the secondary school education, and even in the primary some substantial progress, but he thinks the primaries have been too much overlooked in their treatment.

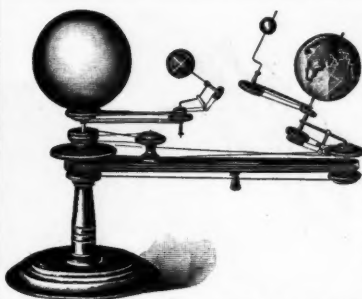
It is no fit educational outcome in a century of democracy that the work in the elementary schools should not be provided for so liberally as to induce the majority of students to go further and to acquire some portion of that higher and humanizing influence which makes alike for good citizenship and for a finer type of manhood and of womanhood.

### Teachers of Yesterday and To-day.

The Massachusetts Schoolmasters' club had its annual meeting and dinner at Hotel Brunswick on Oct. 18, President George H. Martin, of the Boston board of supervisors, in the chair. The topic for discussion was "The Schoolmaster in Memory and in Ideal."

Prof. N. S. Shaler, dean of the Laurence Scientific school, recited the trouble he had with the rules of Horace, when he first essayed to enter Harvard. He eulogized Prof. Agassiz, from whom he said he never learned anything, but who had a peculiar faculty of setting the student to discover things for himself. Professor Shaler said that he had met a great many men, and he had failed to recognize that they were great until afterwards. Some of his best lessons were learned from common soldiers in the times of the Civil war. A man can hardly say who are his teachers, for in fact he learns from all he meets.

Rev. S. M. Crothers, of Cambridge, spoke of the "seamy side" of the teacher's



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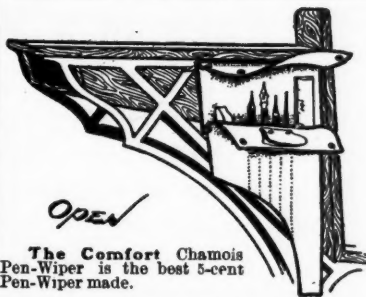
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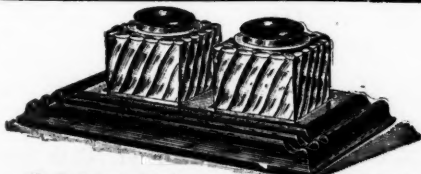
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profession, and he hinted at some of the teacher's besetting sins. The old schoolmaster, a pedant, took himself too seriously, and the idea that he was the seat of a certain fixed amount of knowledge and authority made him a tyrant. But the schoolmaster of to day is much more a man of action, thought, initiative, and is a new type of instructor of youth. This is owing primarily to the influx of the scientific spirit.

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Dr. John Tetlow, head master of the Girls' High and Latin schools, was chosen president for the coming year, and Herbert L. Morse, of the Lyman school, East Boston, secretary and treasurer.

#### Superintendents' Conference.

RALEIGH, N. C.—A very important educational meeting will be held here in the Hall of Representatives on November 12, 13, and 14, at which all the county superintendents will be present. Secretary Wallace Buttrick, of the general education board, as well as other prominent men connected with education are expected, and no doubt the effects of the conference will be far-reaching.

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## Here and There.

ITHACA, N. Y.—Prof. C. E. Bennett, of the Latin department of Cornell, will take charge of a similar department at the University of California Summer School. Professor Rolfe, of the University of Pennsylvania, takes his place, and it is thought Professor Bennett may remain in California.

JACKSON, Miss.—State Superintendent Whitfield has issued the statement that there has been an increase in the state of educable children of over seven per cent. There are 630,649 children of school age of whom scarcely 75,000 belong to cities and towns or separate school districts, leaving a large remainder for country schools.

BALTIMORE, MD.—The compulsory education law passed by the last legislature will very soon go into effect in this city. There have been a large number of applications for positions as attendance officer, twelve of whom may be appointed. Both men and women are eligible.

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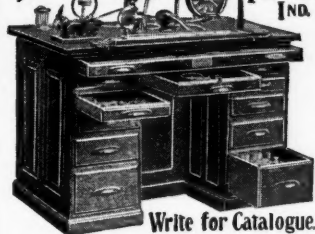
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### Speech is (Free) Silver.

Booker T. Washington, according to the Philadelphia Ledger, recently told a gathering of negroes that one of the great faults of his race was a disposition to exhibit knowledge under any and all circumstances, and asserted that until the negro learned not to display his vanity he was useless in any confidential capacity. By way of illustration he told a story which, he said, might be or might not be apocryphal, but which was good enough to be true. General Sherman had been told that the soldiers of a negro regiment in his command were very lax when on sentry duty, and showed a fondness for passing doubtful persons thru the lines just to in-

dulge their power to do so. To ascertain if this was so, he muffled himself one night in a cloak and tried to get past a black sentry. After the "Who goes there?" the "A friend," and the "Advance, friend, and give the countersign," had been exchanged, Sherman replied:

"Roxbury!"

"No, sah!" was the polite but firm response.

"Medford!"

"No, sah!"

"Charleston!" Sherman next tried.

"No, sah! No, sah!" said the negro determinedly. Then he added: "Now, seea heah—yo' can go fru th' whole blamed joggrafy; but Massa Sherman he

done say that nobody can get pas' me wifout sayin' 'Cambridge!'"

### A Lighthouse on Land.

There is at least one lighthouse in the world that is not placed on any mariner's chart. It is away out on the Arizona desert, and marks the spot where a well supplies pure, fresh water to travelers. It is the only place where water may be had for forty-five miles to the eastward and for at least thirty miles in any other direction. The "house" consists of a tall cottonwood pole, to the top of which a lantern is hoisted every night. The light can be seen for miles across the plain in every direction.

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The most instructive and most enjoyable scientific journal which I have seen anywhere, here or abroad.—Hugo Munsterberg, Professor of Psychology, Harvard University.

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To the lover of art, fine and applied, *The International Studio* offers a varied and interesting assortment. The studies by Josef Israels give us glimpses of the revival of Dutch Art in "still life," for which the old Dutch school is famous. Some of the beautiful designs shown at the Turin exhibition are reproduced, as well as a number of those exhibited at the national competition of the schools of art at South Kensington. "American Press Illustrators" and "Studio Talk" are attractive reading. (John Lane, New York.)

*Birds and Nature* sufficiently tells its story by its title. The illustrations are reproduced by color photography. So far over 500 of these colored illustrations have been produced in natural colors. Sets may be obtained by lovers of nature of the publisher, A. W. Mumford, Chicago.

Messrs. A. S. Barnes & Company announce the publication of a novel entitled *One's Womenkind* by Mr. Louis Zangwill, that shows remarkable strength and dexterity of handling.

*Hidden Manna*, a romance by A. J. Dawson, will shortly be published by them. The scenes are laid in Morocco, and are laden with the true spirit of adventure, and a keen sense of humor; while the accuracy of local coloring and description lend a charm to the story.

The October issue of *Masters in Art* contains excellent illustrated monographs of Hogarth, one of the most original of English painters. He may be called a painter-moralist, for each one of his pictures teems with intention and observation, and the veriest detail has its meaning. The selections of reproductions given are typical of his work, and are excellent in distinctness, with description of each of the plates. Beside these descriptions we have interesting sketches, by various well known writers, of Hogarth the man, and Hogarth the painter. Bates & Guild Company, publishers, Boston.

G. P. Putnam's sons are offering some very interesting works soon to be published. "Deepes of Deliverance," by Frederic Van Eeden, the most distinguished of Dutch writers, translated by Margaret Robinson, traces the evolution of the soul of a woman with daring realism, but a realism marked always by a moral significance. The series of historical works by Zenaide A. Ragozin, which have already a rich demand, will be enlarged by a history of "Chaldea," next year to be followed by a life of Peter the Great. The works of Mr. J. J. Jusserand, recently appointed ambassador at Washington by the French republic, a distinguished man of letters, are published by this firm. His greatest work, "A Literary History of the English People," is merely one among many others.

*The School Physiology Journal*, Boston, for October has matter of importance for the teacher in presenting this question. Miss Lloyd presents a scheme for teaching temperance physiology in rural schools. Replies from over fifty-nine counties received by the New York state committee show that the study is in these districts successful. Topics are given and lessons worked out on Sleeping, Eating, and the

special senses. Mr. R. Hercod briefly reviews the systems in vogue in the United States, Canada, Great Britain, France, Belgium, and elsewhere, emphasizing the good points in each, and not failing to show the fatal defect in this instruction in countries where moderation or abstinence from distilled liquors only is taught.

The American Sports Company, New York, have under the title of the *Spalding Athletic Library* published several books on sports which are recognized as standard authorities, and their list should be kept on hand in every school. One of the best books ever published on indoor games is that by A. M. Chesley, *Spalding's Athletic Library, No. 158*. The book is divided into several parts: simple games for large numbers, racing games, games for a few, other games and athletic feats, and oat bag games. The choice of the best games out of nearly 500 examined by Mr. Chesley are here found. Two other of their publications might be mentioned: *Ten Minutes' Exercise for Busy Men*, by Dr. Luther Gulick, and the works of Professor Warman, forming an entire course in physical training.

President William DeWitt Hyde, of Bowdoin college, opens the November *Atlantic* with an impressive discussion of "The New Ethics." This issue contains other valuable sociologic and economic essays by well-known writers. Brilliant papers and sketches are Benjamin Ide Wheeler's "Things Human;" William Everett's "A Possible Glimpse of Dr. Johnson;" Mary Austin's "Jimville, A Bret Harte Town;" and the last of Mrs. Pennell's appetizing accounts of "My Cookery Books." In fiction, the number

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contains George S. Wasson's "Evenings  
at Simeon's Store;" Mary Tracy Earle's  
"To-morrow's Child;" and Laura Spencer  
Porter's "Sally." Poetry is furnished by  
Hartley Alexander, Arthur Ketchum, and  
John James Piatt. The Contributor's  
Club completes a brilliant number.

The *Arena* for November is preemi-  
nently a "reform" number, as witness  
"Needed Political Reforms," "Desirable  
Reforms in Motherhood." There are two  
articles on the president, "The President  
and the Trusts," and "Personal Power of  
the President." B. O. Flower contributes  
the third of his papers on "The Divine  
Quest." The president of the Mormon  
church describes the "Real Origin of  
American Polygamy." "The Home  
Across the Way" is an occult story by  
Laura N. Eldridge. "Topics of the  
Times" and the book reviews are excel-  
lent, as usual (The Alliance Pub. Co., New  
York \$2.50 a year.)

A new volume of the *Century Magazine*  
begins with the November number. It  
presents a page new both as to type and  
size of letter press. The readers will  
appreciate the beauty and clearness of the  
new typography as well as the high qual-  
ity of the colored cover by Adamson and  
the seven pictures in color by Maxfield  
Parrish originally made in color for the  
series on "The Great Southwest." These  
pictures will be examined with interest by  
lovers of the art as showing what may be  
done with modern methods of color  
printing.

As to the contents of this number, too  
much can scarcely be said. Two serials  
begin in it: "The Yellow Van," by  
Richard Whiteing, and "A Forsaken  
Temple," by Anne Douglas Sedgwick, and  
there are several short stories. A subject  
of interest to everybody is treated by  
George Buchanan Fife in "The So Called  
Beef Trust." In a finely illustrated ar-  
ticle on "The Prolog of the American  
Revolution," Prof. Justin H. Smith de-  
scribes the Canadian campaigns of Mont-  
gomery and Benedict Arnold. There are  
many other features of interest.

The *Outlook* for November has several  
notable articles, with excellent illustra-  
tions. Among these we notice specially  
the first of a series of twelve papers by  
Hon. John D. Long, on "The New Amer-  
ican Navy"; "The Russian and Polish  
Jew in New York," by Edward A. Steiner,  
with original photographs—one of a series  
of articles in which the author is tracing  
the life and career of immigrants of differ-  
ent races after they are settled in America;  
"An Artist's Impressions of Malta," by  
Mr. E. C. Peixotto, accompanied by  
several drawings by this artist; an article  
by Mr. Clifton Johnson on Tuskegee, con-  
sidered as a typical Alabama town, with  
many pictures full of human interest; a  
charmingly illustrated article on "The  
Growth of the Oak," by Mr. J. Horace  
McFarland, one of his series of three  
biographies; and a paper on Tchaikow-  
sky, by Mr. D. G. Mason.

Messrs. Harper and Bros. have added  
some valuable books to their school  
library collection, among which the fol-  
lowing may chiefly be noted as instructive  
and entertaining.

"The Story of the Rhinegold," by Miss  
A. Chapin, transports its readers to the  
wonderland of Wagner with its interesting  
accounts of Wotan, Siegfried, and  
Brunnhilde. "The Maid-at-Arms," and  
"Outdoorland," by R. W. Chambers are  
both very interesting and instructive. The  
former speaks of the revolutionary and

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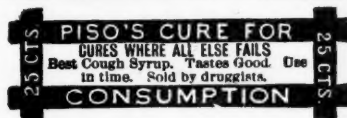
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### Why Is the Sky Blue?

Scientists are questioning to day the opinion put forth by Tyndall as an answer to the above question. He said, "Because there is a predominance of the smaller waves of light, which are blue, reflected from the minute corpuscles in the atmosphere." But it must be remembered that the air is not blue, otherwise pure white light would not come. A cloud looks white, its corpuscles of vapor are large enough to throw back light waves of all sizes. But in the upper strata of air there predominate numbers of particles so small that they cannot throw back the larger waves of light, but only the smaller, that are blue, and hence this is the prevailing color of the sky, tho not exclusive.

M. Spring, however, at the annual congress of the Swiss Society, according to the Boston Transcript has called this accepted theory in question. He reports that "he has experimented with luminous rays under almost all conceivable conditions, injecting them into agitated solutions"; but altho he could obtain red, yellow, violet, and the rest, "under no conditions could he obtain blue until, by the aid of electricity, he secured a pure atmosphere, in which blue was clearly discernible." Hence M. Spring comes to the conclusion, whatever it may mean, that "the blue of the sky is purely chemical in origin, and is an essential quality of the air."

### A Boy Hero.

Heroism is not dead and many an unknown hero in the humbler lives of New York passes unnoticed. It needs not times of public danger or peril to call forth heroes; the life of struggling poverty more often develops these than does the battlefield or the open campus of the world. Among these heroes stands a little Italian newsboy, of South Brooklyn, who for three weeks sold his papers while suffering from typhoid fever. His parents are poor, and the boy could not see what they would do without his small earnings. So on he worked day after day, burning up with fever until, too weak to go any further, he fell down in a vacant lot, where he was found by a lady and sent thru her aid to St. Mary's hospital.

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